

CONTENT ANALYSIS OF COMMUNISM IN HIGH SCHOOL SOCIAL STUDIES
TEXTBOOKS IN GEORGIA PUBLIC SCHOOLS

A THESIS

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DEDICATION

This thesis is dedicated to my family, who through consistent encouragement and understanding made the task of completing this study possible.

B. B. J.

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CHAPTER I

INTRODUCTION

World affairs today center on one issue: the struggle between democracy and communism. Although there are many other conflicts that face nations, the outcome of the struggle between democracy and communism will determine, to a large extent, all other issues that mankind will face. Communism is not only an ideology contradicting the democratic way of life, rather, it is the instrument of the Soviet Union in its efforts toward complete domination of the peoples of the world.

Since the Second World War ended it has been necessary to meet Soviet subversions and aggressions in many areas of the world. It is the assumption that the peace of the world may well depend upon how communism develops. For this reason, it is very vital for Americans to gain an understanding of Communism.

Rationale.--An intelligent citizenry is the first line of defense of the democratic way of life. Citizens must be intelligently competent to adequately deal with the problems of a democratic nation. Thus the school of a democratic nation must equip its young citizens with reliable information pertinent to problems of the home, the school, the community, the state, the nation, and the world.

All public schools in America have an obligation to teach the rights, privileges, and the responsibilities of living in a democracy.

It is a further obligation of the teaching profession to provide the best defense of democracy through full participation in making democracy really live and work.

The schools must help meet the challenge for international understanding. The schools should educate for respecting similarities and differences in fundamental aspects of life. The American way of life is the right way for Americans, but is not necessarily right for others with different cultures, histories, and the like. Thus, knowing the facts and figures about the world is fundamental to developing intelligent attitudes about the world and the problems involved in living together.

Schools have given increased attention to Social Studies curricula in recent years. Courses in European and World History have increased, giving emphasis to the nature of democracy and its totalitarian competitors. The most obvious purpose of these social studies courses is to develop understanding by young citizens of the world in which they live.

There has been the fear by some Americans that developing an understanding of Russia and Communism might turn Americans into Communists. On the other hand, many thoughtful leaders in American public life have urged that an understanding of Communism is essential to American citizens, that ignorance is dangerous, that our loyalties must depend on informed and thoughtful knowledge and discussion rather than on feelings and prejudices.

The greater the threat of Communism and Communist propaganda the greater the need of our young citizens to understand the nature, appeals, and implications to be combatted. The writer holds the

position that realistic study of Communism should deepen understanding and loyalty to democratic ideals and institutions.

Education is the surest form of countering the ideals of Communism; the old rule of fight an idea with an idea. It is necessary to educate against the idea. The necessity was demonstrated during the Korean War, when revelations of brainwashing by the Chinese Communists showed how ill-prepared many Americans were when it came to understanding the enemy and enemy operations. Today's students in America must be prepared to face Communism on the field of ideas. The classroom is the proper place to ready them for it.¹

Every citizen has a duty to learn more about the menace that threatens his future, his home, his children, the peace of the world. ...²

One of the cardinal rules of military strategy taught at West Point and at military academies throughout the world is "know your enemy". The Bolsheviks declared war on the capitalist world in 1917. Today Communists everywhere make no secret of the fact that they regard the United States as their principal enemy. Khrushchev said recently that he intends to "bury us". Our grandchildren, he assured us, "will live under Communism".

The Communists have declared war on us. It is not a hot war

¹"Teaching and Communism," Editorial, Atlanta Journal, (April 27, 1963).

²J. Edgar Hoover, Masters of Deceit (New York: Holt, Rinehart and Winston, Inc., 1958), p. v.

fought with guns, tanks, aircraft, or nuclear weapons, but it is a war waged with ideas, propaganda, economic aid trade, culture, and espionage. This world conflict is called coexistence. We are engaged in a life-or-death struggle for which we are ill-prepared historically and psychologically.

Our study of the world of Communism at the high school level has to date been largely confined to the quaint dress and "strange" customs of the people of Russia and China. But when the stakes are the survival of our way of life, we would do well to find out something about the rules of the game. It would be helpful also to find out as much as possible about the number, strengths, and weaknesses of the players on the opposing team, and finally, the specific plays employed by the coach on the other side - lest we be taken by surprise, overwhelmed, and defeated.¹

Schools therefore have a vital role to play in the matter. How effectively they perform this task depends, to some degree, on the contents of the textbooks used in schools. Textbooks are a major source of information from which teachers and students obtain information. It is for this reason that it is considered important to carefully examine the textbooks for the purpose of finding out what basic instruction about Communism is presented.

Evolution of the problem.--This problem grew out of the writer's belief that many students do not understand the philosophy, objectives, and methods of Communism. The various reasons for lack of understanding

¹Rodger Swearingen, The World of Communism (Boston: Houghton Mifflin Company, 1962), p. 7.

could be: failure of authors to realize that the study of the history and geography of Russia and the U.S.S.R. have the same value as has the study of other major nations and regions; accounts of authors may be based on limited sources of authentic and accurate information; that it has been only in recent years that Communism has received widespread importance by the periodic press.

The writer, a social studies instructor and thus interested in the principles, objectives, and methods of Communism, failed to find adequate textbook material in the school of employment and consequently became more interested in finding out what various textbooks project about Communism and its doctrines. This expanded interest resulted in this research.

Contribution to educational knowledge.--It is hoped that this study will prove valuable to textbook writers, curriculum planners, school administrators, and classroom teachers. It is further hoped that this study will make possible the implementation of a more effective program in the social studies now carried on in Georgia public high schools.

Statement of the problem.--The problem involved in this study was to ascertain the extent of the treatment of Communism in high school social studies textbooks used in Georgia public high schools. This constituted a content analysis of the textbooks which gave attention to Communism.

Purpose of the study.--The major purpose of this study was to find out what young people enrolled in the public high schools of Georgia were being exposed to about Communism and the Communist movement as reflected in the textbooks used.

More specifically, the purposes were as follows:

1. To make an analysis of the textbooks now being used in the high schools in terms of what they present to students about Communism.
2. To make a comparison of what is written by the authorities who have first-hand experiences with the Communist government and the information contained in the textbooks now being used in the high schools of Georgia.
3. To ascertain whether the information in the textbooks is presented with a view of fostering attitudes about Communism.
4. To present findings with appropriate interpretations.
5. To advance whatever conclusions, implications, and recommendations warranted.

Limitations of the study.--This study was confined to the examination of the social studies textbooks used in the Georgia public high schools. Further, the research did not include the Georgia History and Georgia Government textbooks and with one exception, did not include the textbooks in the category of Problems of Democracy and Social Problems. For the most part, these textbooks dealt directly with Communism in their entirety and were used as source books and authorities on Communism.

Locale and period of the study.--The central locale of this study was in the setting of the Trevor Arnett Library, Atlanta University, Atlanta, Georgia and the home of the writer, Monticello, Georgia.

The tasks involved in the collection, assemblage, treatment of the data, and the writing of the research report were performed during the period 1963 through 1965.

Definition of terms.--For the purpose of clarity the following

definitions are used:

1. Communism--a theory of government and social order according to which property and the instruments of production are a common trust and the profits arising from all labor devoted to the general good.
2. Treatment--all direct and indirect references and descriptions contained in the textbooks about Communism.
3. Adequacy--the amount of space allotted to the Russian government and/or Communism in these books, in relation to the other governments of the world.
4. Accuracy--the subsection of the information contained in the textbooks to comparison by leading authorities to discover validity.

Subjects and instrument.--The subjects involved in this research were eighty-two social studies textbooks approved for the high school level by the Georgia Textbook Committee.

The instrument used to collect the required data was a questionnaire-checklist designed to identify the selected concepts of communism. The specifically constructed questionnaire-checklist was designed by Maurice W. Haynes. The instrument is designed to secure, categorize, and evaluate data on concepts in the area of social studies.

The data collected through the use of the questionnaire-checklist were treated relative to degree of emphasis given by each of the textbooks. The data were assembled in tabular and textual form as inferred by the purposes of this research and have been presented in Chapter II.

Procedure.--The procedural steps used in the conduct of this research were as follows:

1. The literature pertinent to this study was reviewed and summarized, and is presented in the thesis copy.

2. A written request was made to publishing companies for social studies textbooks.
3. Permission to conduct this study was obtained from the proper authorities.
4. A checklist of concepts pertinent to an understanding of Russia, the Soviet Union, and Communism was designed from authoritative sources.
5. The data were organized and classified in relation to the extent to which concepts were included or not included in the textbooks.
6. The data derived from the checklist were tabulated.
7. The data were organized and are presented in the thesis copy.
8. A comparison was made of the information by authorities with first-hand information about the Communist government and the information contained in the textbooks now being used in the high schools of Georgia. The findings are presented in the thesis copy.
9. The available criteria used by the Georgia Textbook Committee for selecting textbooks were obtained. These criteria were obtained for the purpose of ascertaining whether the information in the textbooks were presented with a view of fostering attitudes about Communism. The criteria are presented in Appendix C, pages 96 and 97.
10. The warranted findings, conclusions, implications, and recommendations are presented in the thesis.

Method of research.--The Descriptive-Survey method of research, employing the techniques of the questionnaire and content analysis of textbooks, was employed in collecting the data necessary to do the study.

Survey of related literature.--The pertinent literature was concerned with (1) the lack of knowledge concerning Communism, (2) the recent trends in political development or international relations that caused cognizance of Communism, (3) the responsibility of the social studies, and (4) concept development necessary for the under-

standing of Communism.

The autumn of 1948-49 was a moment of transition in the post-war history of American liberalism — a moment when the liberal community was engaged in the double task of redefining its attitude toward the phenomenon of Communism and of reconstructing the bases of liberal political philosophy.¹

Cadwalller stated that revelations came after the Korean War as to how ill-prepared many Americans were when it came to understanding the enemy and the way he operated. In the intellectual wonderland of Marxist "philosophy" most Americans were lost. And the saddest part of all, was that too many were also lost when it came to what their own country stood for.²

The conflict between freedom and communism is the paramount issue presently. Upon the outcome of this struggle will depend the survival of civilization as it is known, freedom itself. With so much at stake, it is unfortunate, if not tragic, that so many Americans remain uninformed about the nature and objectives of Communism. The lack of knowledge concerning Communism is of definite advantage to the Communist movement in its drive for world domination.

Students are preparing for life in a world in which Communism plays a significant role. It is increasingly clear that a knowledge of Communism is essential if one is to be informed about current developments and is to understand their implications for the future.

¹Harold H. Martin, "The Failure of World Communism," The Saturday Evening Post, (May 19, 1962), p. 17.

²Shelby M. Jackson, "Studying Communism in Louisiana Schools," The American Legion Magazine, (April, 1962), p. 20.

An understanding of the true nature of communism calls for more than awareness of and opposition to the international Communist threat. It also demands a positive commitment to freedom. For the conflict between the Communist and the United States is not, as the Communist claim, merely one between Communism and capitalism. It is the far more fundamental struggle between tyranny and freedom. The struggle against communism will not be decided on the battlefield, in the courtroom, or in the market place. This conflict will end where it began, in the minds of men. Education, therefore, is the ultimate answer.

If freedom is to prevail over communism, youth must know why they should oppose communism, how best to combat it, and, equally important, what they as citizens of a free society stand for.

Imparting knowledge is an obvious function of education, but we cannot overlook its concomitant function of countering misinformation -- and this is particularly true with respect to teaching Communism. If schools fail in this responsibility, there are always those with questionable credentials who are eager to fill the vacuum. As FBI Director J. Edgar Hoover has warned:

Today far too many self-styled experts on communism are plying the highways of America giving erroneous and distorted information. This causes false hysteria, false alarms, misplaced apprehension by many of the citizens of America. The need is for enlightenment about Communism--but this information must be factual, accurate and not tailored to echo personal idiosyncrasies.

The traditional goal of our educational system is the development of the ability to think. Rational insight is fundamental to character development, occupational competence, productive use of leisure time, rewarding family and community life, and

effective citizenship. Preservation of our free society requires an informed citizenry governed by a sense of responsibility and capable of rational action.

Each generation of Americans has an obligation to insure that the hard won freedoms it enjoys are passed on to future generations. Because it would destroy these freedoms, communism stands as an obstacle to the transfer of this heritage. Educating youth about communism is thus essential to the fulfillment of this obligation.¹

One of the great weapons that communism has fighting for it against the free world is ignorance. The enemy — communism is plotting America's destruction. It is sworn to that goal and yet most Americans know very little about the enemy, its ideas, its methods, and what it is like in practice. Many are of the opinion that it is bad, but often this is because others have said so.

In order to fight the enemy, it is necessary that Americans know what they are fighting for, who and what the enemy is, and why it must be opposed with the strength that comes only from knowledge and understanding.²

Understanding the nature and purpose of Communism is rendered difficult by the fact that communism presents itself to the outside world in a guise of apparently normal institutions, such as that of a national government, that of a political party, behind which guise hide profoundly irrational attitudes and thoroughly destructive purposes. The nature of communism can therefore not be understood if one merely

¹J. Edgar Hoover, A Study of Communism (New York: Holt, Rinehart, and Winston, Inc., 1964), pp. 3-4.

²Dan N. Jacobs, The Masks of Communism (Evanston, Illinois: Harper and Row, 1963), p. 1.

describes the external facets; one must penetrate to the underlying motivations through a study of the communist way of thinking.¹

So emotionally enmeshed are we in the heat of the cold war that we often attempt to immerse the student in attitudes without imparting a body of knowledge that makes attitudes significant.²

The peoples of Russia and Eastern Europe became a subject of importance for American education and scholarship as a result of the First World War. The role in the origins of that conflict of the great-power rivalries in Eastern Europe, the shock of two revolutions in Russia in 1917, and the participation of the United States in the political organization of Eastern Europe at the end of the war, provided dramatic evidence of the significance of this region for the United States. This sense of importance was reemphasized after the Second World War, when once again a great conflict arose in this region and a new political reorganization permitted Communist parties supported by the Soviet Union to overrum it. Geographical continuity, certain common historical experiences, and the predominance of Slavic-speaking peoples have never overcome the many diversities that characterize the peoples of Russia and Eastern Europe, but in terms of contemporary political realities there are compelling reasons for considering them as a variable unit of instruction and interpretation within the framework of general education in world history.

The main concerns of historians are never far removed from those

¹A Resource Unit-Americanism vs. Communism, Fla. State Dept. of Education, 1962, quoted in Curriculum Bulletin S.R. 105, Conflicting Ideologies in a Changing World (Atlanta, Georgia: Georgia State Department of Education, 1962), p. 41.

²Ibid.

of the society of which they are members, and these concerns tend to grow and change with the evolution of the national role. These concerns were reinforced by the task confronting education, particularly at the secondary level, of evolving a more or less common outlook for the wide variety of peoples that were being homogenized in the American "melting pot."¹

Until very recently there has been little attempt to deal with communism in the high school curriculum except as the subject arose tangentially in the study of world history, economics, or problems of democracy. It was generally believed that serious, protracted study of the subject should be deferred until students encountered it in college. If a student did not go to college it was believed that he could still acquire the necessary knowledge as an adult through reading books, magazines, and newspapers, or by watching or listening to news programs on television and radio.

Today the need at the high school level for comprehensive, analytical instruction about communism is widely recognized. Efforts to implement effective teaching in the high schools have, however, been handicapped by a lack of materials to meet instructional needs.²

Today the USSR is so important as a rival to the United States that it is obvious that all American citizens should have some acquaintance with the Soviet system. An oversimplified approach along the lines of "knowing your enemy" would be inadequate, however. If

¹Cyril E. Black, "Russia and Eastern Europe," New Perspective in World History, ed. Shirley H. Engle, Thirty-fourth Yearbook of the National Council for the Social Studies, (Washington, D. C.: 1964), p. 304.

²William Ebenstein, Two Ways of Life: The Communist Challenge to Democracy (New York: Holt, Rinehart, Winston, Inc., 1962), p. v.

the paradoxes of the Soviet can be understood, a clearer picture of America's chief rival will be the result. The first condition for understanding is knowledge.

The importance of the USSR, the challenge which its alien and mysterious system presents to the analytic mind, has led to concerted efforts to employ the resources of the social sciences in the study of the Soviet area. Starting in the World War II period, American social scientists and scholars in the humanities have developed integrated programs for studying the USSR.¹

The social studies have a dynamic role to assume in the secondary school curriculum that provides a sound foundation for living in the increasingly complex world. Pertinent information dealing with political, social, economic, and cultural aspects of our nation and world is important for better understanding of civilization.²

The social studies program should help each student achieve at the level of his individual capacities and become an effective citizen in our democracy. The effective citizen exhibits competence in the area of human relationships, personal-economic affairs, socio-economic affairs, political affairs and international relations.³

¹John A. Armstrong, "Area Study: The USSR," High School Social Studies Perspectives (Boston: Houghton Mifflin Company, 1962), pp. 299-300.

²Maurice P. Moffatt, Social Studies Instruction (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 6.

³Dorothy M. Frazier and Edith West, Social Studies in Secondary Schools: Curriculum and Methods (New York: The Ronald Press Company, 1961), p. 39.

The presence of Communism in the world, not as an immediate menace to the West but as a long-term competitor promoting values and institutions that challenge those of the West, raises the problem of how to teach about communism in general education. Too often it is presented in terms of communism vs. democracy, as though these were two homogeneous bodies in doctrine between which the peoples of the world were free to choose. This approach represents a serious distortion, because it abstracts the problem from its complex environment and suppresses the many nuisances and relativities that must be taken into account.¹

The State of Louisiana began a program in 1962 in its schools entitled "Americanism versus Communism" after backings from the American Legion and the Louisiana Bar Association. The central purpose of this unit was to alert the high school youth of Louisiana to the dangers of the Communist conspiracy. If these dangers are identified and explained, it is believed that American youth will aggressively oppose all subversive attempts to destroy American democracy.

In a release of resolutions on teaching about Communism in Schools which have been adopted by the American Bar Association, the resolutions proposed are as follows:

Whereas, we recognize the urgency of instructing all Americans in the full scope and aims of Communism and the increasing threat it poses to the free world and to our Democracy and freedom under law to the end that an informed citizenry may successfully defend and preserve our American heritage; and

Whereas, our educational institutions, both private

¹Black, op. cit., p. 331.

and public, especially at the secondary level, college level, and adult level afford the best means of developing sound programs of instruction in this area; and

Whereas, these institutions and educators, in accepting this responsibility, must be given public understanding and support;

Now, therefore, be it resolved by the American Bar Association:

(1) That through our members and the cooperation of state and local bar associations we encourage and support our schools and colleges in the presentation of adequate instruction in history, doctrines, objectives, and techniques of Communism, thereby helping to instill a greater appreciation of democracy and freedom under law and the will to preserve that freedom;

(2) That to insure the highest quality of instruction in this area, those responsible for our educational program be urged to provide the appropriate training of instructors and to stimulate the production of scholarly textbooks and other teaching materials of professional excellence.¹

Whereas, the American Legion is vitally interested in the preservation of the fundamental principles of Americanism to the present and the succeeding generations of citizens of these United States; and

Whereas, it is the belief of the American Legion that there should be a regular course of instruction in the United States, its territories, and possessions, in each high school which would; 1st, clearly delineate the principles and politics which constitute the American system and why they are sound; and 2nd, teach the elements that comprise the Communist system and why it is evil,

Be it resolved, that the National Executive Committee does hereby urge each Department, District, and Post of the American Legion to work with their education officials to the end, that every public and private secondary school in the United States, and its territories and possessions will institute as a part of their curriculum suitable courses designed to deepen understanding and loyalty to American democratic ideals and institutions and expose

¹Resolution adopted by the House of Delegates of the American Bar Association, February 20, 1961.

the fallacies of Communism.¹

The responsibility of the schools to teach the value of our American way of life, founded as it is on the dignity and worth of the individual, our youth should know it, believe it and live it continuously.

As a measure of defense against our most potent threat, our American schools should teach about Communism and all forms of totalitarianism, including the principles and practices of the Soviet Union and the Communist Party in the United States. Teaching about Communism does not mean advocacy of Communism. Such advocacy should not be permitted in American schools. At the same time the National Education Association condemns the careless, incorrect and unjust use of such words as "Red" and "Communist" to attack teachers and other persons who in point of fact are not Communists, but who merely have views different from those of their accusers.²

A full understanding of the challenge of communism to the world can best be gained through a study of history. The Communist threat must be assessed in the light of the Soviet power supporting it, which in turn requires an examination of the USSR of today as derived from Russian history.³

In "Problems of Teaching about Communism" by Gerhart Niemeyer, it was the expressed opinion that many problems and difficulties can be sidestepped if the scope of the subject matter is precisely defined. A specific historical movement is dealt with in the teaching of communism and not a general philosophy of type of social order.⁴

¹Resolution adopted by the American Legion Convention, Register No. 23, September 10-14, 1961.

²Excerpt from platform and resolutions adopted at the Representative Assembly of the National Education Association, San Francisco, California, July 6, 1951.

³Alfred J. Rieber and Robert C. Nelson, A Study of the USSR and Communism: An Historical Approach (Chicago: Scott Foresman and Company, 1962), p. 4.

⁴Gerhart Niemeyer, "Problems of Teaching about Communism," Crucial Issues in the Teaching of Social Studies: A Book of Readings, ed. Byron G. Massialas and Andreas M. Kazamias (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 192.

"It is most urgent," the late President Kennedy said, "that the American educational system tackle in earnest the task of teaching American youth to confront the reality of totalitarianism in its toughest, most militant form, which is communism, with the facts and values of our American heritage."¹

Mazour states that our agitated age calls for a knowledge not only of our past but also of the past of our adversaries.²

Hunt is of the opinion that in view of the importance of communism at the present time, some acquaintance with the principles which lead people to become Communist is desirable.³

An exaggerated present-mindedness in dealing with the Soviet Union can lead to the know-your-enemy philosophy. This attitude may attract the militant or at least serve the timid educators or school board as a cover for a legitimate educational interest in the subject. Whether the Soviet Union is or is not our friend, now or forever, is irrelevant. There is also opposition to the know-your-friends approach with regard to any area. Such approaches lead to a dogmatism that divides the world into the "good" and "bad", truth and error. It measures all men by their real or presumed attitudes toward the United States in the cold war. These approaches hinder the student from

¹Anthony T. Bouscaren, A Textbook on Communism (Milwaukee: The Bruce Publishing Company, 1962), p. x.

²Anatole G. Mazour, Russia: Tsarist and Communist (Princeton New Jersey: D. Van Nostrand Company, 1963), p. vii.

³R. N. Carew Hunt, The Theory and Practice of Communism (Baltimore, Maryland: Penguin Books, 1963), p. v.

searching all the facts, from delving into the rationale of an opposing point of view. Where there is mere acquiescence there can be no education.

The danger that can result from the obsession with present problems is the attitude that it is the existence of Communism and the threat of Soviet power alone that makes the USSR and Eastern Europe an important subject for study. Russia and Eastern Europe would be worth studying as a significant part of world civilization and a major culture area even if Communism never existed and nobody believed our national security to be at stake. Knowledge of Communism, both in theory and practice, is regarded as a vital part of American education.¹

J. Edgar Hoover, Director of the Federal Bureau of Investigation, has stated:

I am fully cognizant of the importance of informing all students and adults concerning the real nature, purpose, methods, objectives, and dangers of Communism to our free society.

Knowing what Communism really is and how it operates will also help us to avoid the danger of confusing communism with legitimate dissent on controversial issues. Communism feeds on social ferment, on both the local and national levels; the Communist Party, U.S.A. is continually exploiting social, economic, and political grievances for its own tactical purposes. For this reason the "party line" will frequently coincide with the views of many non-conformists on many specific issues. We must not, therefore, indiscriminately label as communist those opinions on a particular question which may, on occasion, parallel the official party position. We must also guard against the tendency to

¹Michael B. Petrovich, "Teaching About Russia and Eastern Europe," The Social Studies and the Social Sciences: A Book of Essays, Sponsored by the American Council of Learned Societies and the National Council for the Social Studies (New York: Harcourt, Brace, and World, Inc., 1963), p. 241.

characterize as communist those who merely disagree with us or who advocate unorthodox or unpopular beliefs Knowledge of communism is only one phase of the battle. This knowledge must be augmented by continuous revitalization of our inherently superior strength through practical, daily exercise and development of our democratic principles.¹

Dr. Stanley Parry of Notre Dame University points out that the study of communism:

. . .naturally leads us to look at the Soviet Union, in a comparison between it and the United States. Thus, insensibly a study of communism falls into the form of a comparative government approach. And almost of necessity the phenomena of communism are interpreted in terms and categories elaborated to explain the ideas and organization of western civilization. Whereas, the truth is that phenomena of communism cannot be explained in such terms and categories. For it (communism) presents itself precisely as the negation of the life for which they are relevant.

The right understanding of communism begins with the awareness of this fact: That communist ideas and organizations are built on a picture of reality that has no resemblance to the Western understanding of reality. As a result, on the showing of communists themselves, the communist system cannot be compared with ours. It can only be considered as its antithesis.²

Authorities are in agreement that communism is a menace to the principles of American democracy, ignorance of communism is dangerous, and it is imperative that one learn all there is to know about the communist system in order to intelligently combat the menace of communism.

¹J. Edgar Hoover, Communists' Illusion and Democratic Reality (Washington, D. C.: U. S. Department of Justice, Federal Bureau of Investigation, 1959), pp. 5-7, cited in Curriculum Bulletin S. R. 105, Conflicting Ideologies in a Changing World (Atlanta, Georgia: Georgia State Department of Education, 1962), p. 41.

²Ibid.

CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

Prefatory statement.--The primary goal in this chapter is to present and interpret the basic findings derived from this research. In order to do this objectively and with what the writer hopes will be adequate communication between the reader and the researcher, specific background information becomes imperative. Accordingly, the information set forth under the captions below is intended to assist toward the attainment of adequate communication or better understanding.

Description of materials and instrument.--The materials and instrument used in the collection of the data of this research were:

1. The basic historical, philosophical, and methodological source books which set the framework for the questionnaire-checklist designed to identify the basic concepts of Russian history, the Soviet Union, Communism, and the Communist ideology.
2. The designed questionnaire-checklist which categorized and evaluated the data on the concepts.
3. The eighty-one social studies textbooks in the area of civics and citizenship, geography, economics, United States history, world history, American government, and problems of democracy and social problems.

The historical, philosophical and methodological sources for the selection of the concepts which constituted the framework for the questionnaire-checklist items used in the content analysis were:

The Social Studies and the Social Sciences¹

New Perspective in World History²

The World of Communism³

Two Ways of Life: The Communist Challenge to Democracy⁴

Communism in our World⁵

Social Studies Instruction⁶

Citizenship and a Free Society: Education for the Future⁷

The Challenge of Soviet Education⁸

Russia: Tsarist and Communist⁹

Crucial Issues in the Teaching of Social Studies:
A Book of Readings¹⁰

These source books were selected from a group of books representing the area of concern. These typify or epitomize the group of

¹Michael B. Petrovich, op. cit., pp. 241-281.

²Cyril E. Black, op. cit., pp. 304-331.

³Rodger Swearingen, op. cit., pp. 10-76.

⁴William Ebenstein, op. cit., pp. 92-342.

⁵John C. Caldwell, Communism in our World (New York: The John Day Company, 1962), pp. 1-36.

⁶Maurice P. Moffatt, op. cit., p. 274.

⁷Franklin Patterson, ed., Citizenship and a Free Society: Education for the Future, Thirtieth Yearbook of the National Council for the Social Studies (Washington, D. C.: George Bantu Publishing Company, 1962), pp. 90-108.

⁸George S. Counts, The Challenge of Soviet Education (New York McGraw-Hill Book Company, Inc., 1957), p. 8.

⁹Anatole G. Mazour, op. cit., p. v.

¹⁰Gerhart Niemeyer, op. cit., pp. 192-195.

books.

Organization and treatment of data.--The consensus of various authorities and experts in the fields of social studies indicated that concepts basic to an understanding of Russia, the Soviet Union, and Communism are important to the defense of the American way of life and should be emphasized. It is therefore essential to know to what extent the social studies textbooks are helping to meet the challenging responsibility.

Forty-one concepts of Russia, the Soviet Union, and Communism were identified and selected for use in the checklist instrument. The identification of these concepts more properly belong to the description of the checklist itself for which they constituted the component items; therefore, they are characterized in the pages which follow.

The questionnaire-checklist used in the research was constructed around the criteria set forth as the types of knowledge about Russia, the Soviet Union, and Communism that an American child should have acquired by the time he has graduated from high school.¹

The questionnaire-checklist used in this research was designed by Maurice W. Haynes.² The questionnaire-checklist was designed to meet the requirements of the opinions and/or criteria of authorities in the field, in addition to determining the degree of emphasis placed on specific concepts, if included or not included in the textbooks. Four categories are used in the checklist to indicate the degree of

¹Michael B. Petrovich, op. cit.

²Maurice W. Haynes, "A Content Analysis of Fifth Grade Social Studies Textbooks," (unpublished Master's thesis, School of Education, Atlanta University, 1963), pp. 27-28.

emphasis. The categories are:

Excellent or 1--highest rank (The concept was thought to be very apparent or obviously emphasized in the textbook.)

Good or 2--second in rank (The concept was less apparently emphasized in the textbook).

Fair or 3--third in rank (The concept was included but not emphasized in the textbook.)

Absent or 4--lowest in rank (The concept was not included in the textbook.)

The textbooks examined and analyzed as to their content and emphasis of concepts of Russia, the Soviet Union, and Communism both as to subject-matter area and titles in conjunction with the names of the publishers and the location of the publishers are listed in Appendix A.

The concern is not simply the Soviet Union, a political entity just past forty, but also the Russian past from which the Soviet regime has sprung. To understand the institutions of Soviet life one must dig at their roots, for it is not only change but continuity that makes up the whole picture. The chariot of Soviet foreign policy is driven by two horses, not only the red horse of Communist expansion but the older white horse of Russian national self-interest. Thus, knowledge of the Russian past is indispensable to an understanding of the Soviet present. We, of course, begin with the proposition that even without the Soviet present the Russian past would be worth studying.¹

The area of concern covers over a sixth of the world's surface, it includes many states, peoples, and subcultures. The specific

¹Michael B. Petrovich, op. cit., pp. 265-266.

approach to the study of Russia, the Soviet Union, and Communism are: Geography, ethnology, and basic institutions.¹ Thus the forty-one concepts basic to this research are listed below:

- I. The vast masses of the Russian people have been traditionally disinterested in participating in government and have been politically passive.²
- II. The Russian peasant way of life is traditionally based on social democracy and communal living³
- III. Russian Society has for centuries consisted of a small ruling class on top, the vast peasant masses below, and only a thin layer of middle class and workers between, and then only in relatively recent times.⁴
- IV. For centuries the State has been the prime mover in Russian history, and most of the great changes in Russian life have been effected from above.⁵
- V. The Russian State has been ruled like an armed camp for centuries.⁶
- VI. Russia has long pursued certain basic aims in its foreign policy that have become a part of Soviet foreign policy. (Free use of the seas and security for Russian borders.)⁷
- VII. Russia has long felt the attraction and repulsion of its relation to the West.⁸
- VIII. There has long been an idea in Russian history that the Russian nation has a mission to fulfill that is destined to go beyond the borders of Russia.⁹

¹Ibid.

²Ibid.

³Ibid.

⁴Ibid.

⁵Ibid.

⁶Ibid.

⁷Ibid.

⁸Ibid.

⁹Ibid.

- IX. The Russians are and have been an extra-ordinary gifted and creative people.¹
- X. The strength of Russian patriotism is quite apart from Communism.²
- XI. The Revolutions of 1917 were more than uprisings or rebellions.³
- XII. The Communist leaders are not apt to be peasants or workers, but intellectuals with a theory and the ability to attract through ideas and slogans.⁴
- XIII. Communism today has evolved from the interpretation and adaptation of men who have held positions of party leadership. Marx, Lenin, Stalin, Khrushchev, Mao Tsetung, and other leaders have added their personal convictions to the original theory of Communism, seasoned by the culture of the people they represent.⁵
- XIV. The five-year plans and the drive for collectivism of agriculture are the bases of the Communist planned economy.⁶
- XV. The extreme flexibility of Soviet foreign policy was displayed in the Soviet Union's role in the events leading up to World War II.⁷
- XVI. The dominant theme in the postwar period deals with foreign relations; the quest for a working order through the United Nations, and the expansion of Soviet domination as an obstacle to world harmony.⁸
- XVII. The post-Stalin era is a significant turning point in tactics, though not in aims.⁹

¹Ibid.

²Ibid.

³Ibid

⁴Ibid.

⁵Claude Purcell, "Conflicting Ideologies in a Changing World," Curriculum Bulletin S.R. 105 (Atlanta: Department of Education, 1962), p. 44.

⁶Petrovich, op. cit.

⁷Ibid

⁸Ibid.

⁹Ibid.

- XVIII. The Soviet Union is a country of extremes, of rapid advances in some fields and a terrible lag in others.¹
- XIX. The Communist Party is a combat organization and should not be confused with a legitimate political party. The party is kept small for the sake of discipline to rule the masses ruthlessly through the dictatorship of a small well-disciplined group.²
- XX. Communists reject categorically the fundamental principle of the diffusion of power. Communist rule as practiced in the Soviet Union today is not merely an alternative economic system, nor is it merely a dictatorship. It is a totalitarian state that controls every phase of life.³
- XXI. The different aspects of Soviet society are an integral part of the Soviet Union.⁴
- XXII. The Communists deny emphatically the supernatural realm; for them, God, therefore, does not exist. Matter is the only reality there is. The dialectical principle is used to explain the movements of history.⁵
- XXIII. The educational system is devoted to training young men and women to obey the Communist Party.⁶
- XXIV. The USSR, covering a vast area of nine million square miles, is the largest nation in the world. It covers a sixth of the world's surface.⁷
- XXV. Russia is the largest of the fifteen republics of the USSR.⁸

¹Petrovich, op. cit.

²Purcell, op. cit.

³Ibid.

⁴Petrovich, op. cit.

⁵Purcell, op. cit.

⁶Petrovich, op. cit.

⁷Ibid.

⁸Ibid.

- XXVI. The vast number and disparity of ethnic groups and the numerical predominance of the Slavs make up the total population of the USSR.¹
- XXVII. The Soviet peoples represent a tremendous diversity of backgrounds, cultures, outlooks and languages or dialects.²
- XXVIII. The climate is mostly continental and is one of great diversity and variability.³
- XXIX. Russia's position on a vast plain that stretches unhindered for thousands of miles across Eurasia has left the country open to many invasions from east and west. The plain has invited expansion all the way to the high mountain ranges that form so much of the perimeter of the Soviet Union today.⁴
- XXX. Much of the territory became a part of the Russian Empire in relatively recent times, and it is still sparsely populated, unfit for agriculture in many regions and lacking in natural resources.⁵
- XXXI. Russia has been an agricultural peasant country throughout its existence and the black soil region of the Ukraine is still one of the most fertile grain-growing regions in the world.⁶
- XXXII. Russia's maritime provinces are historically among its most recent acquisitions. An important part of Russian policy, for centuries, has been the need for ports and egress to the Atlantic and Pacific via the Baltic and the Black Seas.⁷
- XXXIII. Russia's vast river system has played a significant role in Russian expansion. Russian history has been periodized according to the rivers on which Russia's three capitals stood.⁸

¹Petrovich, op. cit.

²Ibid.

³Ibid.

⁴Ibid.

⁵Ibid.

⁶Ibid.

⁷Ibid.

⁸Ibid.

- XXXIV. The proximity of the Soviet Union to the rest of northern Europe and North America is very close.¹
- XXXV. Fifty of the Soviet Union's major cities lie on a latitude north of Edmonton, Canada.²
- XXXVI. Much of Russia has been continental rather than maritime power in the past and the Soviet Union still is.³
- XXXVII. The Soviet Union commands its natural resources and has the ability to be self-sufficient in case of necessity. This explains Russia's relative isolation in the past.⁴
- XXXVIII. There is a correlation between Russia's vastness and the Russian mentality.⁵
- XXXIX. Communism is the road that some countries have taken to achieve the technical results and the standard of living of the West.⁶
- XXXX. The USSR contains nearly every valuable mineral and is at the base of the rate of industrialization of the area.⁷
- XXXI. The ideology of the Communist Party provides the Communist with a false belief about reality.⁸

The textbooks were rated in each category according to the degree of emphasis on the concepts. The totals were taken from each table for each book, divided by 41 (total concepts) to get a numerical rating. The ratings for each category are presented in the tabular data set forth in the thesis copy. Each concept was given a numerical rating

¹ Petrovich, op. cit.

² Ibid.

³ Ibid.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ Ibid.

⁸ Purcell, op. cit.

on the questionnaire, and retained its original number throughout the research.

The data on the content analysis of the conceptualization of the social studies textbooks have been organized in both contextual and tabular form. There is one table for each of the textbook categories, showing the data on the degree of emphasis placed on each concept as the emphasis was found in each textbook, and the average numerical rating of the textbooks in each category. The rating for each category depicts the average rank of the relative emphasis among the forty-one concepts pertinent to an understanding of Communism as these were found to be presented in the source materials. Total and average weight were assigned to each textbook.

The assigned numerical ratings are as follows:

<u>Numerical Ratings</u>	<u>Interpretation</u>
1.0 - 1.8	Excellent
1.9 - 2.7	Good
2.8 - 3.6	Fair
3.7 - 4.	Absent or Inadequate

In rating the books, all of the textbooks were placed in one of the four categories according to the range used. However, it is to be noted that certain books may rate closer to the lower or the upper level of the scale. This would suggest that some of the books may be plus or minus the interpretative rating if the numerical ratings are compared.¹

¹Haynes, op. cit., p. 38.

The basic findings are presented under the following categories:

1. Civics and Citizenship Textbooks
2. Economics Textbooks
3. Geography Textbooks
4. American Government Textbooks
5. American History Textbooks
6. World History Textbooks.

The data are presented in appropriate tabular form in nineteen tables.

Reliability of the data.--The criteria of the reliability for the research are: the representativeness of the sources and materials, and the objectivity and accuracy exercised in interpreting and reporting the data.

The basic findings

Civics and citizenship textbooks.--The tabulations in Table 1, page 32, indicate that Book "K" ranks highest among the twelve textbooks because it places more emphasis on the concepts within the Civics and Citizenship category than did the other books. Books "A" and "E" rank second in the degree of emphasis placed on the concepts included in the category of civics and citizenship textbooks. Book "G" ranks fourth, and book "F" ranks fifth, and book "I" ranks sixth among the twelve textbooks examined.

The tabulations in Table 1, further indicate that Books B, C, D, H, J, and L did not include any of the forty-one concepts, therefore these books rate lowest of the twelve textbooks examined in the civics and citizenship category.

TABLE 1
CONCEPT RATING ACCORDING TO CIVICS AND CITIZENSHIP TEXTBOOKS

Concept	Textbooks											
	A	B	C	D	E	F	G	H	I	J	K	L
I	4	4	4	4	4	4	4	4	4	4	4	4
II	4	4	4	4	4	2	4	4	4	4	4	4
III	4	4	4	4	4	4	4	4	4	4	4	4
IV	2	4	4	4	4	4	4	4	4	4	4	4
V	4	4	4	4	4	4	4	4	4	4	4	4
VI	4	4	4	4	4	3	4	4	4	4	4	4
VII	4	4	4	4	4	4	4	4	4	4	4	4
VIII	4	4	4	4	4	4	4	4	4	4	4	4
IX	4	4	4	4	4	3	4	4	4	4	4	4
X	4	4	4	4	4	4	4	4	4	4	4	4
XI	4	4	4	4	4	4	4	4	4	4	4	4
XII	3	4	4	4	4	4	4	4	3	4	4	4
XIII	4	4	4	4	4	4	4	4	4	4	4	4
XIV	4	4	4	4	3	2	4	4	4	4	4	4
XV	4	4	4	4	4	4	4	4	4	4	4	4
XVI	3	4	4	4	1	4	1	4	1	4	1	4
XVII	4	4	4	4	1	4	4	4	4	4	4	4
XVIII	3	4	4	4	4	2	4	4	4	4	4	4
XIX	2	4	4	4	1	4	1	4	3	4	4	4
XX	1	4	4	4	1	4	1	4	1	4	2	4
XXI	1	4	4	4	4	2	3	4	4	4	2	4
XXII	2	4	4	4	2	4	4	4	2	4	4	4
XXIII	2	4	4	4	3	4	4	4	4	4	4	4
XXIV	4	4	4	4	4	4	4	4	4	4	4	4
XXV	4	4	4	4	4	4	1	4	4	4	4	4
XXVI	4	4	4	4	4	4	4	4	4	4	4	4
XXVII	4	4	4	4	4	4	4	4	4	4	4	4
XXVIII	4	4	4	4	4	4	4	4	4	4	4	4
XXIX	4	4	4	4	4	4	4	4	4	4	2	4
XXX	4	4	4	4	4	4	4	4	4	4	1	4
XXXI	4	4	4	4	2	4	4	4	4	4	2	4
XXXII	4	4	4	4	4	4	4	4	4	4	2	4
XXXIII	4	4	4	4	4	4	4	4	4	4	4	4
XXXIV	4	4	4	4	4	4	4	4	4	4	4	4
XXXV	4	4	4	4	4	4	4	4	4	4	4	4
XXXVI	4	4	4	4	4	4	4	4	4	4	4	4
XXXVII	4	4	4	4	4	4	4	4	4	4	2	4
XXXVIII	4	4	4	4	4	4	4	4	4	4	3	4
XXXIX	4	4	4	4	2	4	4	4	3	4	1	4
XL	4	4	4	4	4	4	4	4	4	4	3	4
XLI	4	4	4	4	4	4	1	4	4	4	4	4
Totals	147	164	164	164	147	151	148	164	153	164	141	164
Average Weight	3.59	4.0	4.0	4.0	3.59	3.68	3.61	4.0	3.73	4.0	3.44	4.0

The summary data in Table 2, page 34, and derived from the data in Table 1, indicate the total concepts, and the amount of emphasis given to the concepts in each of the categories.

Book "A" included nine of the basic concepts. Only two of the concepts rated excellent, four rated good, three rated fair, and thirty-two absent.

In Book "E" three of the eight concepts emphasized rated excellent, three rated good, two rated fair and thirty-three rated absent. Book "F" included seven of the concepts and only one rated excellent, four rated good, two rated fair, and thirty-four rated absent. Book "G" included five of the concepts in the excellent category, one in the fair category, and thirty-five in the absent category. Book "I" placed emphasis on six concepts, of which two rated excellent, one rated good, three rated fair, and thirty-five rated absent. Book "K" included eleven of the concepts with only three rating in the excellent category. Six of the concepts rated good, two rated fair and thirty rated absent.

The reader should keep in mind, in making use of the data, that each alphabet represents a book and that it is possible for each book to be rated excellent on each concept. Such information should help to understand why the grand total concepts absent are much larger than any other category.

The total group of civics and citizenship textbooks tallied sixteen of the concepts in the excellent category, eighteen in the good category, thirteen in the fair category, and four hundred forty-five in the absent category. A comparison of the excellent, good and

TABLE 2
SUMMATION OF CONCEPTS IN THE CIVICS AND CITIZENSHIP TEXTBOOKS

Rating	Books											
	A	B	C	D	E	F	G	H	I	J	K	L
Excellent	2	0	0	0	3	1	5	0	2	0	3	0
Good	4	0	0	0	3	4	0	0	1	0	6	0
Fair	3	0	0	0	2	2	1	0	3	0	2	0
Total Concepts Evidenced	9	0	0	0	8	7	6	0	6	0	11	0
Concepts Absent	32	41	41	41	33	34	35	41	35	41	30	41

fair categories with the absent category seems to indicate that the civics and citizenship textbooks do not adequately emphasize the concepts which are considered vital to the education of the American youth and necessary for an understanding of Communism.

Economics textbooks.--Table 3, page 36, indicates that Book "E" places more emphasis on the forty-one basic concepts within the economics category than do the other books. None of the eight books included as many as fifteen of the concepts. Book "G" rates second among the group of textbooks. Book "F" rates third in its content rating of the concepts. Book "A" rates fourth among the group of economics textbooks relative to the emphasis placed on the concepts. Book "C" gave emphasis to four of the concepts and ranks sixth among the group. Book "H" ranks seventh among the group because it gave attention to only four of the forty-one concepts. Book "D" did not include any of the concepts and ranks lowest in the rating of the textbooks in the economics category.

The summary data in Table 4, page 37, and derived from the data in Table 3, indicate that Book "A" included seven of the concepts in the excellent category and thirty-four were not included, therefore these were rated absent. Book "B" included two of the concepts in the excellent category, two in the good category, one in the fair category and thirty-six in the absent category. Book "C" included four of the concepts in the excellent category. The largest number of concepts to receive the rating of excellent were included in Book "E". Further indications show that this book included the largest number of concepts of the eight books examined in the economics category. Books "G" and "H" included six and seven of the concepts in the excellent category, respectively. Book "H" contained the largest

TABLE 3
CONCEPT RATING ACCORDING TO ECONOMICS TEXTBOOKS

Concept	Textbooks							
	A	B	C	D	E	F	G	H
I	4	4	4	4	4	4	4	4
II	4	4	4	4	4	4	1	4
III	4	4	4	4	1	2	1	4
IV	4	4	4	4	1	1	4	4
V	4	4	4	4	4	4	4	4
VI	4	4	4	4	4	4	4	4
VII	4	4	4	4	2	4	4	4
VIII	4	4	4	4	4	4	4	4
IX	4	4	4	4	4	4	4	4
X	4	4	4	4	4	4	4	4
XI	4	3	4	4	4	4	3	4
XII	4	4	4	4	4	3	4	4
XIII	4	4	1	4	1	1	1	4
XIV	1	1	1	4	1	1	1	1
XV	4	4	4	4	4	4	4	1
XVI	1	4	2	4	1	1	4	2
XVII	1	4	4	4	2	4	4	4
XVIII	4	2	2	4	1	2	1	4
XIX	4	1	4	4	1	4	1	4
XX	1	2	1	4	1	1	1	2
XXI	4	4	4	4	4	4	3	4
XXII	4	4	4	4	1	1	4	4
XXIII	1	4	4	4	3	4	3	4
XXIV	1	4	4	4	4	4	4	4
XXV	4	4	4	4	4	4	4	4
XXVI	4	4	4	4	4	4	4	4
XXVII	4	4	4	4	4	4	4	4
XXVIII	4	4	4	4	4	4	4	4
XXIX	4	4	4	4	4	4	4	4
XXX	4	4	4	4	3	4	4	4
XXXI	4	4	4	4	4	4	4	4
XXXII	4	4	4	4	4	4	4	4
XXXIII	4	4	4	4	4	4	4	4
XXXIV	4	4	4	4	4	4	4	4
XXXV	4	4	4	4	4	4	4	4
XXXVI	4	4	4	4	4	4	4	4
XXXVII	4	4	4	4	4	4	4	4
XXXVIII	4	4	4	4	4	4	4	4
XXXIX	4	4	4	4	4	4	4	4
XL	1	4	1	4	2	2	4	4
XLI	4	4	4	4	4	4	4	4
Totals	142	153	148	164	129	139	137	154
Average Weight	3.49	3.73	3.81	4.0	3.15	3.39	3.34	3.76

TABLE 4
SUMMATION OF CONCEPTS IN THE ECONOMICS TEXTBOOKS

Rating	Books							
	A	B	C	D	E	F	G	H
Excellent	7	2	4	0	9	6	7	2
Good	0	2	2	0	3	3	0	2
Fair	0	1	0	0	2	1	2	0
Total Concepts Evidenced	7	5	6	0	14	10	9	4
Total Concepts Absent	34	36	35	41	27	32	32	37

number of concepts in the absent category with the exception of Book "D" which did not include any of the basic concepts.

The data in Table 4 show that the most of the concepts were not discovered. The paragraph immediately below sets forth specific figures. This seems to suggest that these eight economics textbooks do not contain adequate concepts for a satisfactory understanding of Communism.

Of the eight economics textbooks examined, the group tallied thirty-seven of the concepts in the excellent category, twelve in the good category, six in the fair category, and two hundred seventy-three in the absent category. According to the tabulations, equal emphasis was placed on the totalitarian state and planned economy.

Geography textbooks.--Table 5, page 39, points out that Books "E" and "K" place more emphasis on the concepts than do the other eleven books in the geography category. The two books include thirty-four of the basic concepts.

Book "H" ranks second in the content of the concepts and the amount of stress that it places on the concepts. Book "D" ranks third among the group of textbooks in the geography category. Book "I" ranks fourth, book "J" ranks fifth, book "G" ranks sixth, book "A" ranks seventh, book "B" ranks eighth, and book "C" ranks ninth. Book "L" ranked lowest among the group of twelve geography textbooks examined.

Table 6, page 40, indicates that Book "A" included twenty-three of the basic concepts and twenty-two rated in the excellent category. Book "B" contained nineteen of the concepts and eighteen of these rated

TABLE 5
CONCEPT RATING ACCORDING TO GEOGRAPHY TEXTBOOKS

Concept	Textbooks											
	A	B	C	D	E	F	G	H	I	J	K	L
I	4	4	4	3	1	4	4	3	3	3	1	4
II	1	4	4	3	1	4	1	4	2	4	1	4
III	1	4	4	3	1	1	4	1	3	3	1	4
IV	4	4	4	2	1	1	1	3	2	4	1	4
V	2	1	4	1	1	4	3	2	1	2	1	4
VI	4	4	4	2	1	4	2	1	1	1	1	4
VII	4	4	4	4	4	4	4	4	4	4	1	4
VIII	4	4	4	2	4	4	4	2	4	4	1	4
IX	4	4	4	3	4	4	4	1	4	3	4	4
X	4	4	4	3	4	4	4	4	3	4	3	4
XI	4	4	1	4	4	3	1	1	3	1	1	1
XII	4	4	2	4	1	4	1	1	1	4	1	4
XIII	4	4	2	3	4	1	1	3	3	3	4	4
XIV	1	1	1	1	1	1	1	1	1	1	1	1
XV	4	4	1	1	2	4	1	3	1	4	1	4
XVI	1	2	1	1	1	1	1	1	1	1	1	4
XVII	4	4	2	3	1	4	1	3	2	3	1	4
XVIII	1	1	1	1	1	2	4	1	1	1	1	4
XIX	1	1	2	1	1	2	1	3	1	1	1	4
XX	1	4	2	1	1	1	3	1	3	1	1	4
XXI	1	4	4	1	1	4	4	1	1	4	4	4
XXII	1	4	4	4	4	4	4	4	4	4	4	4
XXIII	1	4	4	4	4	4	4	4	3	1	4	4
XXIV	1	1	1	1	1	1	1	1	1	1	1	1
XXV	4	1	3	3	1	1	4	1	1	1	3	4
XXVI	1	1	1	1	1	1	3	1	3	1	1	4
XXVII	4	1	3	1	1	1	3	1	3	1	3	1
XXVIII	1	1	1	1	1	1	1	2	2	1	1	1
XXIX	1	1	2	1	1	1	1	1	1	1	1	1
XXX	1	1	1	1	1	1	1	1	3	1	1	1
XXXI	1	1	1	1	1	1	1	1	1	1	1	1
XXXII	1	1	1	1	1	1	1	1	1	1	1	1
XXXIII	1	1	2	2	1	4	1	2	1	1	3	4
XXXIV	1	1	2	1	1	4	1	1	1	1	1	4
XXXV	4	4	4	4	4	4	4	4	4	4	4	4
XXXVI	1	1	1	2	1	4	1	1	1	1	1	4
XXXVII	1	1	3	1	2	3	1	1	3	2	1	1
XXXVIII	4	4	3	2	1	4	3	1	3	1	4	4
XXXIX	1	1	3	3	2	4	1	3	3	4	2	4
XL	4	4	2	1	3	1	3	2	1	1	3	1
XLI	4	4	1	4	1	4	4	1	3	4	1	4
Totals	96	108	102	86	73	110	93	78	88	89-	73	131
Average Weight	2.34	2.31	2.68	2.10	1.29	2.68	2.24	1.90	2.15	2.17	1.29	3.20

TABLE 6
SUMMATION OF CONCEPTS IN THE GEOGRAPHY TEXTBOOKS

Rating	Books											
	A	B	C	D	E	F	G	H	I	J	K	L
Excellent	22	18	13	19	28	16	21	23	18	22	28	11
Good	1	1	9	6	3	1	1	5	4	2	1	0
Fair	0	0	5	9	1	3	6	7	14	5	5	0
Total Concepts Evidenced	23	19	27	34	32	20	28	35	36	29	34	11
Concepts Absent	18	22	14	7	9	21	13	6	5	12	7	30

excellent. Book "C" included twenty-seven of the concepts. Thirteen rated excellent and nine rated good. Books "D" and "K" each included thirty-four of the concepts and each contained twenty-eight and nineteen, respectively, of the concepts that rated in the excellent category. Book "E" included thirty-two concepts and rated twenty-eight of these in the excellent category, three in the good category, and one in the fair category. Book "F" rated sixteen of the concepts in the excellent category although the book contained twenty of the concepts. Sixteen of the concepts rated excellent in Book "G". Book "H" gave emphasis to thirty-five of the concepts and rated twenty-three in the excellent category. Book "I", though it included thirty-five of the concepts, only eighteen rated in the excellent category. Fourteen of the concepts rated in the fair category. Book "J" contained twenty-two concepts that rated in the excellent category, two in the good category, and five in the fair category. Book "L" contained eleven of the concepts which rated in the excellent category.

The data in Table 6 reflect that more than half of the concepts discovered in nine of the twelve geography textbooks rated excellent. The excellent rating also exceeded the good or fair categories in every book. The next paragraph gives specific numerical information.

In the twelve geography textbooks examined, the group tallied 239 of the concepts in the excellent category, 34 in the good category, 55 in the fair category, and 164 in the absent category. The data tend to indicate that the geography textbooks are inclined to recognize the importance of emphasizing the basic concepts of Communism.

American government textbooks.--Table 7, page 43, indicates that Book "H" ranks first because it places more emphasis on the concepts within the American government category than do the other books. Twenty-three of the concepts are included and emphasized to varying degrees. Book "B" contained twenty of the concepts and ranks second among the group. Book "K" included thirteen of the concepts and ranks third. Books "C" and "F" rank fourth among the group of books because they included eleven of the basic concepts. Book "A" gave emphasis to ten of the concepts and ranks fifth among the group. Books "D" and "I" rank sixth in the number of concepts included in the textbooks. Book "E" gave emphasis to eight of the concepts and ranks seventh among the group.

Book "G" included seven of the basic concepts and ranks eighth. Book "J" gave emphasis to only five of the concepts and ranks lowest of the group of textbooks in the American government category.

The data in Table 8, page 44, indicate that Book "A" included five concepts in the excellent category. Book "B" contained twenty concepts and seventeen of these rated excellent. Book "C" included seven concepts in the category of excellent. Books "D" and "I" each contained nine of the concepts and each of the books rated the nine concepts in the excellent category. Book "E" included eight of the concepts and only three rated in the excellent category. Book "F" contained eleven concepts and only five rated in the excellent category. Book "G" contained only seven of the concepts and two of these rated in the excellent category. Book "H" contained twenty-three of the concepts and placed the excellent rating on nineteen. Of the

TABLE 7

CONCEPT RATING ACCORDING TO AMERICAN GOVERNMENT TEXTBOOKS

Concept	Textbooks										
	A	B	C	D	E	F	G	H	I	J	K
I	4	4	4	4	4	4	4	4	4	4	4
II	4	4	4	4	4	4	4	1	4	4	4
III	4	1	4	4	4	4	3	1	4	4	1
IV	1	1	4	4	1	4	4	1	4	4	2
V	3	1	4	4	4	4	4	4	4	4	4
VI	4	4	4	4	4	4	4	4	4	4	4
VII	4	4	4	4	4	4	4	4	4	4	4
VIII	4	1	2	4	4	4	1	1	4	4	4
IX	4	3	4	4	4	4	4	3	4	4	4
X	4	4	4	4	4	4	4	2	4	4	4
XI	3	1	4	1	4	4	4	1	1	1	4
XII	3	1	1	4	3	4	4	1	4	4	4
XIII	3	1	1	1	4	2	4	1	1	1	4
XIV	1	1	1	1	1	2	2	1	1	4	2
XV	4	1	4	4	4	2	4	1	4	4	1
XVI	1	1	1	1	1	1	3	1	1	1	1
XVII	1	4	4	4	3	4	4	1	4	4	4
XVIII	4	1	4	4	4	1	4	1	4	4	1
XIX	1	1	1	1	2	1	1	1	1	1	1
XX	4	1	1	1	3	1	1	1	1	4	1
XXI	4	1	4	4	4	4	4	1	4	4	4
XXII	3	1	1	1	3	2	4	1	1	4	4
XXIII	4	3	4	1	4	1	4	4	1	4	4
XXIV	4	4	2	4	4	2	4	3	4	4	1
XXV	4	2	4	4	4	4	4	4	4	4	4
XXVI	4	4	4	4	4	4	4	4	4	4	1
XXVII	4	1	4	4	4	4	4	4	4	4	4
XXVIII	4	4	4	4	4	4	4	4	4	4	4
XXIX	4	4	4	4	4	4	4	4	4	4	4
XXX	4	4	4	4	4	4	4	2	4	4	4
XXXI	4	4	4	4	4	4	4	1	4	4	4
XXXII	4	4	4	4	4	4	3	1	4	4	1
XXXIII	4	4	4	4	4	4	4	4	4	4	4
XXXIV	4	4	4	4	4	4	4	4	4	4	1
XXXV	4	4	4	4	4	4	4	4	4	4	4
XXXVI	4	4	4	4	4	4	4	4	4	4	4
XXXVII	4	4	4	4	4	4	4	4	4	4	4
XXXVIII	4	4	4	4	4	4	4	4	4	4	4
XXXIX	4	4	2	4	4	3	4	4	4	4	4
XL	4	1	4	4	4	4	4	1	4	4	4
XLI	4	4	2	1	4	4	4	4	1	2	1
Totals	144	109	135	137	149	138	147	101	137	150	126
Average Weight	3.51	2.66	3.29	3.34	3.63	3.37	3.59	2.46	3.34	3.66	3.07

TABLE 8
SUMMATION OF CONCEPTS IN THE AMERICAN GOVERNMENT TEXTBOOKS

Rating	Books										
	A	B	C	D	E	F	G	H	I	J	K
Excellent	5	17	7	9	3	5	2	19	9	4	12
Good	0	2	4	0	1	5	3	2	0	1	1
Fair	5	1	0	0	4	1	2	2	0	0	0
Total Concepts Evidenced	10	20	11	9	8	11	7	23	9	5	13
Concepts Absent	31	21	30	32	33	30	34	18	32	36	28

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five concepts included in Book "J", four rated in the excellent category. Book "K" included thirteen of the concepts and twelve rated in the excellent category.

Even though the overall ratings for the American Government textbooks are not impressive, it seems worthy to mention that books "H" and "B" contained thirty-six of the concepts which rated excellent, nineteen and seventeen, respectively.

Tabulations in Table 8, page 44, indicate 92 of the concepts in the excellent category, nineteen in the good category, fifteen in the fair category, and three hundred twenty-five in the absent category.

The comparison of present and absent categories indicate that the textbooks in the American government category do not stress the basic concepts of Communism sufficiently.

American history textbooks.--The tabulations in Table 9, page 46, point out that Book "J" places more emphasis on the basic concepts than the other sixteen textbooks in the American history category. Books "D" and "G" rank second in the amount of stress placed on the concepts. Book "H" ranks fourth in relation to the emphasis it places on the forty-one concepts. Book "N" ranks fifth among the group. Book "C" ranks sixth according to the numerical rating. Book "K" ranks seventh among the group of textbooks in the American History category. Book "I" ranks eighth according to numerical rating. Book "L" ranks ninth among the group. Book "P" ranks tenth among the group. Books "A", "F", and "O" rank eleventh according to the numerical rating. Book "Q" ranks

TABLE 9
CONCEPT RATING ACCORDING TO AMERICAN HISTORY TEXTBOOKS

Concept	Textbooks																
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
I	4	4	4	1	4	4	4	4	4	4	4	4	4	4	4	4	4
II	4	4	4	4	1	4	4	4	4	4	3	4	4	4	4	4	4
III	4	4	3	4	3	4	2	4	4	3	4	4	4	4	4	4	4
IV	1	3	4	2	4	4	2	4	1	3	4	4	4	1	4	1	4
V	4	4	2	4	4	4	1	2	4	1	2	4	4	4	4	1	3
VI	4	1	4	3	2	4	2	4	4	1	4	4	2	4	4	4	2
VII	4	4	1	1	1	2	2	3	4	4	2	3	2	4	2	4	4
VIII	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	2
IX	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
X	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XI	1	3	2	1	2	2	1	1	3	2	1	3	1	4	2	2	4
XII	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4
XIII	2	4	2	1	1	2	1	1	4	1	1	1	4	1	3	1	1
XIV	1	4	4	1	1	4	4	1	4	1	1	2	4	1	1	1	2
XV	4	4	4	2	2	1	1	1	2	1	1	1	1	1	4	1	1
XVI	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
XVII	2	4	1	1	1	4	1	1	2	1	4	1	4	1	1	4	1
XVIII	1	4	1	1	1	1	1	1	1	2	1	1	4	1	1	4	4
XIX	1	4	3	4	4	4	1	2	4	2	4	2	4	2	4	1	4
XX	1	4	2	1	1	2	3	3	4	1	1	4	4	1	2	1	1
XXI	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XXII	4	4	4	4	4	4	4	4	4	4	4	4	4	2	2	4	4
XXIII	1	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4
XXIV	4	4	2	4	4	4	4	1	2	2	4	4	4	4	4	4	4
XXV	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XXVI	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XXVII	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XXVIII	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XXIX	2	1	1	1	4	1	2	1	1	1	1	2	1	1	2	1	1
XXX	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4
XXXI	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4
XXXII	1	3	2	4	1	1	1	1	1	1	1	1	1	2	2	1	1
XXXIII	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XXXIV	4	4	2	1	3	4	4	3	1	2	1	4	4	4	2	4	4
XXXV	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XXXVI	1	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1	4
XXXVII	4	4	4	4	4	4	1	4	4	3	4	4	4	4	4	4	4
XXXVIII	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XXXIX	2	4	3	2	4	2	4	3	1	3	4	3	4	2	2	4	4
XL	4	4	4	4	4	4	2	4	4	2	4	4	4	4	4	4	4
XLI	3	4	3	4	4	4	4	1	1	3	4	2	4	2	1	4	4
Totals	136	149	127	121	122	136	121	123	129	113	128	130	142	124	136	131	138
Average Weight	3.32	3.36	3.10	2.91	2.98	3.32	2.91	3.00	3.15	2.71	3.12	3.17	3.46	3.02	3.32	3.20	3.37

twelfth among the group. Book "M" ranks thirteenth according to the numerical rating. Book "B" ranks fourteenth among the group of textbooks in the area of American history.

The tabulations in Table 9 further indicates that none of the seventeen books included all of the basic concepts.

The data in Table 10, page 48, indicate that none of the seventeen textbooks examined, included as many as twenty-five of the basic concepts. The table also indicates that only one book, "B", tallied the largest number of concepts in the absent category.

Book "A" contained sixteen of the concepts and ten of these rated in the excellent category. Books "C", "E", and "G" gave emphasis to eighteen of the concepts, respectively. Book "C" rated six concepts in the excellent category, Book "E" rated ten concepts in the excellent category, and Book "G" gave excellent rating to eight concepts.

Book "F" gave emphasis to eleven of the concepts that rated six in the excellent category. Book "H" included eleven of the seventeen concepts in the excellent category. Although Book "I" gave emphasis to fourteen concepts, nine rated excellent. Book "J" included twenty-three of the concepts. Eleven rated in the excellent category, six in the good category, and six in the fair category.

The data further suggest that Book "K" rated ten of the thirteen concepts in the excellent category. Book "L" contained sixteen of the concepts and only seven rated in the excellent category. Book "N" and "P" included ten concepts in the category of excellent, although they comprised fifteen and twelve of the concepts. Books "M", "Q", and "O" each included six of the concepts in the excellent category.

TABLE 10
SUMMATION OF CONCEPTS IN THE AMERICAN HISTORY TEXTBOOKS

Rating	Books																
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Excellent	10	4	6	12	10	6	8	11	9	11	10	7	6	10	6	10	6
Good	4	0	7	3	4	5	9	2	3	6	3	4	2	5	8	1	3
Fair	2	3	5	1	4	0	1	4	2	6	0	5	0	0	2	1	2
Total Concepts Evidenced	16	7	18	16	18	11	18	17	14	23	13	16	8	15	16	12	11
Concepts Absent	25	34	32	35	23	30	23	24	27	18	28	25	33	26	25	29	30

World history textbooks.--The tabulations in Table 11, page 50, indicate that Book "R" places more emphasis on the basic concepts than do the other twenty textbooks in the world history category. Books "C" and "U" rank second according to numerical rating. Book "G" ranks third even though it gives emphasis to thirty-nine of the concepts. Book "H" ranks fourth among the group according to numerical rating. Book "O" includes thirty-five of the concepts and ranks fifth among the group. Book "K" ranks sixth among the group because it gives emphasis to thirty-five of the concepts to a varying degree. Books "I" and "J" rank seventh according to numerical rating. Book "Q" ranks eighth according to the amount of stress that it places on the basic concepts. Book "L" ranks ninth among the group because it includes thirty-seven of the concepts. Book "A" ranks tenth because it includes thirty-seven of the basic concepts in variance. Book "N" ranks eleventh according to numerical rating. Book "S" gives emphasis to thirty-three of the concepts and ranks twelfth among the group. Book "F" ranks thirteenth according to numerical rating. Book "P" ranks fourteenth among the group because it includes thirty-eight of the concepts but failed to give adequate emphasis to warrant a higher rating. Book "B" includes thirty-two of the concepts and ranks fifteenth among the group. Book "E" includes thirty of the concepts and ranks sixteenth in the world history category. Book "M" ranks seventeenth among the group of textbooks because it gives emphasis to twenty-seven of the concepts. Book "D" ranks eighteenth according to numerical rating. Book "T" ranks lowest of the twenty-one textbooks examined, according to numerical rating.

TABLE 11
CONCEPT RATING ACCORDING TO WORLD HISTORY TEXTBOOKS

Concept	Textbooks																				
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
I	3	3	1	4	2	1	3	1	1	2	1	1	2	2	1	2	2	1	1	3	1
II	2	1	4	2	2	1	1	1	1	1	1	1	2	2	1	2	2	1	1	4	1
III	1	1	1	2	1	1	1	1	1	1	1	1	1	2	1	1	1	1	1	3	1
IV	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	1
V	2	1	2	4	4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	1
VI	1	1	1	3	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	4	1
VII	2	1	1	2	1	1	1	1	1	1	1	1	2	1	1	1	1	1	1	4	1
VIII	2	2	2	4	4	2	3	1	1	2	1	1	3	4	2	3	1	1	1	4	1
IX	1	2	1	4	1	4	2	1	1	2	1	1	1	2	4	1	1	1	1	4	2
X	3	2	1	1	4	1	1	1	1	2	1	1	4	4	1	3	2	1	2	4	2
XI	1	1	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	4	1
XII	1	2	4	3	2	2	1	4	1	2	1	4	4	1	2	2	1	2	2	4	1
XIII	1	1	1	2	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	4	1
XIV	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	1
XV	2	1	1	4	1	2	1	1	1	1	1	1	4	1	1	1	1	1	1	4	1
XVI	1	1	1	3	1	1	1	1	1	1	4	1	3	1	1	1	1	1	1	4	1
XVII	1	1	1	2	4	1	1	1	1	1	1	4	3	1	1	3	1	1	1	4	1
XVIII	1	1	1	2	1	1	1	1	1	1	1	1	4	1	1	3	1	1	1	4	1
XIX	1	1	1	2	2	2	1	1	1	1	1	1	3	1	1	1	1	2	2	4	1
XX	1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	4	1
XXI	1	4	3	3	4	4	4	2	3	4	2	2	4	4	4	1	4	4	2	4	4
XXII	1	2	1	3	2	2	1	2	3	1	4	2	4	1	1	2	4	2	2	4	1
XXIII	1	1	1	1	2	3	1	1	3	1	4	1	4	1	1	1	4	1	3	4	1
XXIV	3	4	1	4	2	4	1	4	3	4	1	1	1	4	1	3	2	1	4	4	4
XXV	4	4	1	4	4	1	1	4	4	4	4	4	1	4	1	4	1	4	4	4	4
XXVI	1	4	1	3	1	1	2	1	1	1	3	2	1	1	1	2	1	1	3	4	1
XXVII	3	4	1	3	4	4	3	2	3	4	3	2	4	2	1	3	1	2	4	4	2
XXVIII	4	2	1	2	4	4	2	3	4	1	1	2	1	2	1	3	1	1	1	4	1
XXIX	1	3	1	2	2	1	1	1	1	1	1	1	1	1	1	3	1	1	1	4	1
XXX	1	2	1	4	3	1	1	2	2	1	4	3	3	2	2	2	2	2	2	4	2
XXXI	1	2	1	2	3	1	2	1	1	1	1	2	2	2	3	3	1	1	2	4	1
XXXII	1	1	1	4	1	1	1	1	1	1	1	4	3	1	1	1	1	1	1	4	1
XXXIII	3	3	1	2	3	3	1	1	2	2	1	2	3	2	2	2	1	1	1	4	1
XXXIV	3	4	1	4	2	2	1	2	2	2	4	4	4	3	4	3	1	1	1	4	1
XXXV	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
XXXVI	3	4	1	4	4	3	3	2	2	2	1	1	3	3	2	2	3	3	2	4	2
XXXVII	1	3	1	3	1	4	1	2	2	2	1	4	4	2	4	3	4	2	4	4	1
XXXVIII	2	2	1	2	3	3	3	2	2	2	2	2	1	2	1	3	4	1	2	4	2
XXXIX	4	2	3	4	2	1	3	2	4	2	2	3	4	2	4	4	4	3	4	4	2
XL	3	2	1	2	3	4	1	1	1	2	1	1	4	2	1	3	4	1	4	4	1
XLI	1	4	1	4	4	1	1	2	3	4	4	1	4	2	1	2	1	1	4	4	1
Total	75	87	60	114	94	79	63	65	71	71	69	74	110	77	66	86	72	57	78	162	60
Average Weight	1.83	2.12	1.46	2.78	2.29	1.93	1.54	1.59	1.73	1.73	1.68	1.80	2.68	1.88	1.61	2.10	1.75	1.39	1.90	3.95	1.46

Summary of content ratings.--The tabulations in Table 12, page 52, indicate that Books "A", "H", "I", and "U" each included thirty-seven of the forty-one basic concepts. Book "A" rated twenty-three of the concepts in the excellent category, six in the good category, and eight in the fair category. Book "H" rated twenty-six of the concepts in the excellent category, ten in the good category, and one in the fair category. Book "I" rated twenty-five of the concepts in the excellent category, six in the good category, and six in the fair category. Book "U" rated thirty of the concepts in the excellent category, and seven in the good category.

Book "B" included thirty-two of the concepts and rated seventeen in the excellent category, eleven in the good category, and four in the fair category.

Books "C", "P", and "R" included thirty-eight of the basic concepts. Book "C" rated thirty-four of the concepts in the excellent category, two in the good category, and two in the fair category. Book "P" rated fifteen of the concepts in the excellent category, ten in the good category, and thirteen in the fair category. Book "R" rated thirty of the concepts in the excellent category, six in the good category, and two in the fair category.

Book "D" emphasized twenty-eight of the concepts and rated only three in the excellent category, sixteen of the concepts rated in the good category, and nine rated in the fair category. Book "F" included thirty of the forty-one concepts. Fourteen of these concepts rated in the excellent category, twelve rated in the good category, and four rated in the fair category.

TABLE 12
SUMMATION OF CONCEPTS IN THE WORLD HISTORY TEXTBOOKS

Rating	Books																				
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
Excellent	23	17	34	3	14	23	29	26	25	23	27	24	11	19	29	15	27	30	22	0	30
Good	6	11	2	16	12	6	4	10	6	12	6	8	5	14	5	10	5	6	9	0	7
Fair	8	4	2	9	4	4	6	1	6	0	2	2	11	2	1	13	1	2	2	2	0
Total Concepts Evidenced	37	32	38	28	30	33	39	37	37	35	35	34	27	35	35	38	33	38	33	2	37
Concepts Absent	4	9	3	13	11	8	2	4	4	6	6	7	14	6	6	3	8	3	8	39	4

Books "F", "Q", and "S" included thirty-three of the concepts, respectively. Book "F" rated twenty-three of the concepts in the excellent category, six in the good category, and four in the fair category. Book "Q" rated twenty-seven concepts in the excellent category, five in the good category, and one in the fair category. Book "S" rated twenty-two concepts in the excellent category, nine in the good category, and two in the fair category.

Book "G" included the largest number of the concepts of the textbooks in the world history category. Only two of the concepts were not included. Twenty-nine concepts rated excellent, four rated good, and six rated fair.

Books "J", "K", "N", and "O" included thirty-five of the concepts. Book "J" rated twenty-three of the concepts in the excellent category, and twelve in the good category. Book "K" rated twenty-seven concepts in the excellent category, six in the good category, and two in the fair category. Book "N" rated nineteen concepts in the excellent category, fourteen concepts in the good category, and two concepts in the fair category. Book "O" rated twenty-nine concepts in the excellent category, five concepts in the good category, and one in the fair category.

Book "L" gave emphasis to thirty-four of the basic concepts and rated twenty-four of them in the excellent category, eight in the good category, and two in the fair category.

Book "M" included twenty-seven of the concepts and rated only eleven in the excellent category. Five concepts rated good, and eleven rated fair.

Book "T" included only two of the basic concepts and these rated

in the fair category.

With the exception of textbook "T" the total concepts evidenced give positive support to the belief that these textbooks contain satisfactory information about Communism. The combined ratings of good and excellent stand out rather vividly. These are the only tabular data where the concepts absent are, in most instances, comparatively small. Again, the exception is textbook "T." Thus, of the concepts in the twenty-one world history textbooks examined, 451 rated excellent, 160 rated good, and 82 rated fair.

Numerical ratings.--The data in Tables 13, 14, 15, 16, 17, and 18 present the qualitative interpretation on the forty-one basic concepts on Russia, the Soviet Union, and Communism. Each textbook was rated in each category from the average weight assigned according to the degree of emphasis placed on the concept. The assigned numerical ratings are as follows:

<u>Numerical Ratings</u>	<u>Interpretation</u>
1.0 - 1.8	Excellent
1.9 - 2.7	Good
2.8 - 3.6	Fair
3.7 - 4.	Absent or Inadequate

In rating the books, all of the textbooks were placed in one of the four categories according to the range used. However, it is to be noted that certain books may rate closer to the lower or the upper level of the scale. This would suggest that some of the books may be plus or minus the interpretative rating if the numerical ratings were

compared.¹

Civics and citizenship textbooks.--The tabulations in Table 13, page 56, indicate that none of the textbooks rated in the fair category. Book "K" ranks highest among the group in that it placed more emphasis on the forty-one concepts selected than did the other books.

It is to be noted that five of the textbooks rated in the fair category and seven of the textbooks rated in the absent or inadequate category. According to the interpretative ratings, the civics and citizenship textbooks are not giving the proper emphasis to the concepts found to be basic to the understanding of Communism.

Economics textbooks.--Table 14, page 57, presents the qualitative interpretation of the forty-one concepts found in the economics textbooks. As a group, the economics textbooks did not have either of the books out of the eight to merit a rating above fair. Four of the books rated in the fair category varying from first to fourth in rank. Four of the books rated inadequate from fifth to eighth in rank.

According to the numerical ratings, the economics textbooks do not give the forty-one basic concepts representative emphasis.

Geography textbooks.--Table 15, page 58, indicates the qualitative interpretation of the forty-one concepts found in the geography textbooks. Books "E" and "K" rate highest in the degree of emphasis placed on the concepts. Seven of the books rate in the good category,

¹Haynes, Loc. cit., pp. 37-38.

TABLE 13

THE QUALITATIVE INTERPRETATION OF CIVICS AND CITIZENSHIP TEXTBOOKS

Books	Total Weight	Average Weight	Interpretative Rating				Rank
			Excellent 1.0-1.8	Good 1.9-2.7	Fair 2.8-3.6	Absent 3.7-4.	
A	147	3.59			X		2.5
B	164	4.00				X	9.5
C	164	4.00				X	9.5
D	164	4.00				X	9.5
E	147	3.59			X		2.5
F	157	3.68			X		5.
G	148	3.61			X		4.
H	164	4.00				X	9.5
I	153	3.73				X	6.
J	164	4.00				X	9.5
K	141	3.44			X		1.
L	164	4.00				X	9.5

TABLE 14
THE QUALITATIVE INTERPRETATION OF ECONOMICS TEXTBOOKS

Books	Total Weight	Average Weight	Interpretative Rating				Rank
			Excellent 1.0-1.8	Good 1.9-2.7	Fair 2.8-3.6	Absent 3.7-4.	
A	143	3.49			X		4
B	153	3.73				X	5
C	148	3.81				X	6
D	164	4.00				X	8
E	129	3.15			X		1
F	139	3.39			X		3
G	137	3.34			X		2
H	154	3.76			X		7

TABLE 15

THE QUALITATIVE INTERPRETATION OF GEOGRAPHY TEXTBOOKS

Books	Total Weight	Average Weight	Interpretative Rating				Rank
			Excellent 1.0-1.8	Good 1.9-2.7	Fair 2.8-3.6	Absent 3.7-4.	
A	96	2.34		X			8
B	108	2.39		X			9
C	102	2.68			X		10.5
D	86	2.10		X			4
E	73	1.29	X				1.5
F	110	2.68			X		10.5
G	93	2.24		X			7
H	78	1.90		X			3
I	88	2.15		X			5
J	89	2.17		X			6
K	73	1.29	X				1.5
L	131	3.20			X		12

varying from three to nine in rank. Three of the books rate in the fair category with the rank of 10.5 for two and 12 for the third.

The data tend to indicate that the geography textbooks are giving reasonably good emphasis to the concepts important to the understanding of Communism.

American government textbooks.--The tabulations in Table 16, page 60, indicate that Book "H" ranks first in that it places more emphasis on the forty-one concepts than did the other books in the American government category. Book "B" ranks second in the interpretative rating. Books "B" and "H" rate in the good category. In the group of eleven American government textbooks, nine rated in the fair category, ranging from third to eleventh in rank.

The data indicate that the American government textbooks do not clearly emphasize the concepts found to be basic to the understanding of Communism.

American history textbooks.--Table 17, page 61, presents the qualitative interpretation of seventeen American history textbooks. As a group the American history textbooks had only one book to rate in the good category. Sixteen of the books rated in the fair category ranging from the rank of second to seventeenth. The tabulations indicate that the American history textbooks do not adequately emphasize the forty-one concepts selected to be basic knowledge of the high school student.

World history textbooks.--The tabulations in Table 18, page 62, indicate the qualitative interpretation of twenty-one world history textbooks. As a group, the textbooks rated excellent and good accord-

TABLE 16

THE QUALITATIVE INTERPRETATION OF AMERICAN GOVERNMENT TEXTBOOKS

Books	Total Weight	Average Weight	Interpretative Rating				Rank
			Excellent 1.0-1.8	Good 1.9-2.7	Fair 2.8-3.6	Absent 3.7-4.	
A	144	3.51			X		8
B	109	2.66		X			2
C	135	3.29			X		4
D	137	3.34			X		5.5
E	149	3.63			X		10
F	138	3.37			X		7
G	147	3.59			X		9
H	101	2.46		X			1
I	137	3.34			X		5.5
J	150	3.66			X		11
K	126	3.07			X		3

TABLE 17

THE QUALITATIVE INTERPRETATION OF AMERICAN HISTORY TEXTBOOKS

Books	Total Weight	Average Weight	Interpretative Rating				Rank
			Excellent 1.0-1.8	Good 1.9-2.7	Fair 2.8-3.6	Absent 3.7-4.0	
A	136	3.32			X		13
B	149	3.63			X		17
C	127	3.10			X		7
D	121	2.91			X		2.5
E	122	2.98			X		4
F	136	3.32			X		13
G	121	2.91			X		2.5
H	123	3.00			X		5
I	129	3.15			X		9
J	113	2.71		X			1
K	128	3.12			X		8
L	130	3.17			X		10
M	142	3.46			X		16
N	124	3.02			X		6
O	136	3.32			X		13
P	131	3.20			X		11
Q	138	3.37			X		15

TABLE 18
THE QUALITATIVE INTERPRETATION OF WORLD HISTORY TEXTBOOKS

Books	Total Weight	Average Weight	Interpretative Rating				Rank
			Excellent 1.0-1.8	Good 1.9-2.7	Fair 2.8-3.6	Absent 3.7-4.0	
A	75	1.83	X				12
B	87	2.12		X			17
C	60	1.46	X				2.5
D	114	2.78		X			20
E	94	2.29		X			18
F	79	1.93		X			15
G	63	1.54	X				4
H	65	1.59	X				5
I	71	1.73	X				8.5
J	71	1.73	X				8.5
K	69	1.68	X				7
L	74	1.80	X				11
M	110	2.68		X			19
N	77	1.88	X				13
O	66	1.61	X				6
P	86	2.10		X			16
Q	72	1.75	X				10
R	57	1.39	X				1
S	78	1.90		X			14
T	162	3.95				X	21
U	60	1.46	X				2.5

ing to the emphasis placed on the basic concepts selected to be vital to the understanding of Communism. Thirteen of the books rated in the excellent category, seven rated in the good category, and only one book rated inadequate.

The tabulations indicate that the world history textbooks give adequate emphasis to the forty-one concepts on Russia, the Soviet Union, and Communism.

Universal concepts.--The extent to which the concepts were emphasized in each of the social studies categories is presented in tabulation. The categories for the social studies textbooks are presented numerically:

Civics and Citizenship Textbooks

Economics Textbooks

Geography Textbooks

American Government Textbooks

American History Textbooks

World History Textbooks.

The results of the tabulation in Table 19, page 64, indicate that concept number 16 rated highest among the group of forty-one concepts. Concept number 20 rated second, 13 rated third, 14 rated fourth, 19 rated fifth, 18 rated sixth, 11 rated seventh, 29 and 32 came next; followed immediately by concepts 17 and 15, respectively.

The tabulations further show that only one of the concepts, 35, received no rating, or did not appear in any of the social studies textbooks examined.

TABLE 19
UNIVERSAL CONCEPTS

Concepts	Categories						Total
	Civics	Economics	Geography	American Government	American History	World History	
I	0	0	6	0	1	20	27
II	1	1	6	1	2	19	30
III	0	3	8	4	4	21	40
IV	1	2	7	5	8	20	43
V	0	0	9	2	7	18	36
VI	1	0	7	0	7	20	35
VII	0	2	1	0	11	20	34
VIII	0	0	3	4	2	17	26
IX	1	0	3	2	0	17	23
X	0	0	3	1	1	17	21
XI	0	2	8	6	15	20	51
XII	2	1	7	5	2	12	33
XIII	0	4	12	8	14	20	58
XIV	2	7	7	10	11	20	57
XV	5	5	8	11	17	19	45
XVI	5	5	8	11	17	19	65
XVII	2	5	10	3	12	18	46
XVIII	2	5	11	4	13	19	54
XIX	4	3	10	11	8	20	56
XX	5	7	10	8	13	20	64
XXI	4	1	5	2	0	19	21
XXII	3	2	1	8	2	17	33
XXIII	2	2	3	4	2	17	30
XXIV	0	1	12	4	4	12	33
XXV	1	0	9	1	0	6	17
XXVI	0	0	11	1	0	19	31
XXVII	0	0	11	1	0	14	26
XXVIII	0	0	12	2	0	16	30
XXIX	1	0	12	2	16	20	50
XX	1	1	12	1	1	18	34
XXXI	2	0	12	1	1	20	36
XXXII	1	0	12	3	16	18	50
XXXIII	0	0	10	0	0	20	30
XXXIV	0	0	10	1	8	14	33
XXXV	0	0	0	0	0	0	0
XXXVI	0	0	0	10	16	17	43
XXXVII	1	0	12	0	2	14	29
XXXVIII	1	0	7	0	0	19	28
XXXIX	3	0	9	2	10	12	36
XL	1	4	10	2	2	16	35
XLI	2	5	5	0	7	13	32

CHAPTER III

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Prefatory statement.--The primary aim of this chapter is to summarize the basic aspects of the research and set forth warranted conclusions, implications and recommendations.

Restatement of the basic conceptualizations.--The report of this research presented in Chapter I of this thesis indicated that the problem of this research developed out of the interest and experience of the writer. This writer, as a social studies instructor, failed to find adequate textbook material on Communism to answer the various inquiries from the students. Consequently, vivid interest was developed as to the nature of Communism, what it contained in social studies textbooks and how it is presented to the students.

The expected values to be obtained from the findings of this research were and are believed to be (a) the extent to which the research findings identify social studies concepts which are basic to the understanding of Russia, the Soviet Union, and Communism, and (b) the extent to which the high school social studies textbooks contain the concepts that are basic to the understanding of Communism.

The problem involved in this research was to analyze the high school social studies textbooks used in the high schools of Georgia to determine the extent to which these books emphasize the vital

concepts which lead to an understanding of Communism. This understanding is necessary for competent living in American society.

The research was limited to the analysis of eighty-one social studies textbooks approved for the high school level by the Georgia Textbook Committee. Further, the research did not include the Georgia history and problems of democracy textbooks.

This research undertook to determine whether adequate emphasis is placed on the selected concepts essential to the education of the high school students. The eighty-one high school social studies textbooks were analyzed in the undertaking.

Restatement of the research method.--The Descriptive Survey method of research, employing the techniques of the questionnaire and content analysis of selected textbooks, was used to fulfill the purpose of this investigation.

Subjects and instrument.--The subjects involved in this research were eighty-one social studies textbooks approved for the high school level by the Georgia Textbook Committee.

The instrument used to collect the required data was a questionnaire-checklist designed to identify the selected concepts of communism. The specifically constructed questionnaire-checklist was designed by Maurice W. Haynes. The instrument is designed to secure, categorize, and evaluate data on concepts in the area of social studies.¹

The data collected through the use of the questionnaire-checklist were treated relative to degree of emphasis given by each of the textbooks. The data were assembled in tabular and textual form as

¹Haynes, op. cit.

inferred by the purposes of this research and have been presented in Chapter II.

Summary of related literature.--The pertinent literature was concerned with (1) the lack of knowledge concerning Communism, (2) the recent trends in political development or international relations that caused cognizance of Communism, (3) the responsibility of the social studies, and (4) concept development necessary for the understanding of Communism. The summation of the literature pertinent to this research is given as follows:

1. The conflict between freedom and Communism is the paramount issue presently. Upon the outcome of this struggle will depend the survival of civilization as it is known, freedom itself. With so much at stake, it is unfortunate, if not tragic, that so many Americans remain uninformed about the nature and objectives of Communism. The lack of knowledge concerning Communism is of definite advantage to the communist movement in its drive for world domination.¹
2. J. Edgar Hoover has stated: "I am fully cognizant of the importance of informing factually all students and adults concerning the real nature, purpose, methods, objectives, and dangers of Communism to our free

¹Hoover, op. cit., p. 5.

society.¹

3. Today the need at the high school level for comprehensive, analytical instruction about Communism is widely recognized. Efforts to implement effective teaching in the high schools have, however, been handicapped by the lack of materials to meet instructional needs.²
4. In order to fight the enemy, it is necessary that Americans know what they are fighting for, who and what the enemy is, and why it must be opposed with the strength that comes only from knowledge and understanding.³
5. The peoples of Russia and Eastern Europe became a subject of importance for American education and scholarship as a result of the first World War.⁴
6. Until very recently there has been little attempt to deal with Communism in the high school curriculum except as the subject arose tangentially in the study of world history, economics, or problems of democracy.⁵

¹Ibid.

²Ebenstein, op. cit., p. v.

³Jacobs, op. cit., p. 1.

⁴Black, op. cit., p. 304.

⁵Ibid.

7. A full understanding of the challenge of Communism to the free world can best be gained through a study of history. The Communist threat must be assessed in the light of the Soviet power supporting it, which in turn requires an examination of the USSR of today derived from Russian history.¹
8. Students are preparing for a life in a world in which communism plays a significant role. It is increasingly clear that a knowledge of communism is essential if one is to be informed about the current developments and is to understand their implications for the future.²
9. The social studies have a dynamic role to assume in the secondary school curriculum that provides a sound foundation for living in an increasingly complex world. Pertinent information dealing with political, social, economic, and cultural aspects of our nation and world is important for better understanding of civilization.³
10. The social studies program should help each student achieve at the level of his individual

¹Ibid.

²Hoover, op. cit., p. 4.

³Rieber and Nelson, op. cit., p. 4.

capacities and become an effective citizen in our democracy. The effective citizen exhibits competence in the areas of human relationships, personal economic affairs, socio-economic affairs, political affairs, and international relations.¹

11. The main concerns of historians are never far removed from those of the society of which they are members, and these concerns tend to grow and change with the evolutions of the national role. This concern was reinforced by the task confronting education, particularly at the secondary level, of evolving a more or less common outlook for the wide variety of peoples that were being homogenized in the American "melting pot".²
12. Mazour states that: "Our agitated age calls for a knowledge not only of our past but also of the past of our adversaries".³
13. Hunt states that: "In view of the importance of Communism at the present time, some acquaintance with the principle which lead people to become Communists is desirable."⁴
14. Dr. Stanley Parry of Notre Dame University points out that the study of Communism naturally

¹Moffatt, op. cit.

²Ibid.

³Mazour, op. cit.

⁴Hunt, op. cit.

leads us to look at the Soviet Union in a comparison between it and the United States, and that the right understanding of Communism begins with the awareness of this fact: That Communist ideas and organizations are built on a picture of reality that has no resemblance to the Western understanding of reality. For Communism presents itself precisely as the negation of the life for which they are relevant.¹

15. Robert Strausz states: "So absorbing has been the search for ideological consistencies of Communism that...not enough attention has been given to Communism as a method."²

16. To teach about the menace of Communism merely in conjunction with teaching of the principles of democracy often fails to identify an important aspect of the Communist movement ...its methods.³

Summary of basic findings

The significant findings of this research were summarized and are presented under the captions to follow. The more detailed data are set forth in Chapter II.

Civics and citizenship textbooks.--Only six of the twelve civics and citizenship textbooks contained a number of the selected concepts,

¹Hoover, op. cit.

²Ibid.

³Ibid.

and these were stressed in varying degrees. One book ranked highest among the group but failed to give enough emphasis to rate adequately. Two of the books in the group ranked second according to the number of concepts included in the books.

The degree of emphasis placed upon the concepts in the twelve civics and citizenship textbooks was established. The results show that the majority of the concepts was not included in the civics and citizenship textbooks. Thus, it appears that the concepts are not adequately emphasized in the textbooks.

Economics textbooks.--In the economics textbooks category, only one of the eight textbooks did not consider the selected concepts. The textbook that received the highest rank included fourteen of the basic concepts. The remaining six textbooks in the economics category included concepts ranging from ten to four numerically.

The degree of emphasis placed upon the concepts were found and the results showed that the most of the concepts were not included in the economics textbook category. This indicates that the economics textbooks give little stress to the selected concepts.

Geography textbooks.--In the twelve geography textbooks, two, according to the degree of emphasis placed on the concepts, ranked highest among the group. Another book in the group ranked second because it included thirty-five of the concepts according to the degrees of emphasis. None of the books were completely void of any of the concepts thought to be basic to the education of American youth. The one book that ranked lowest among the group gave excellent emphasis to the eleven concepts that were included in the book.

The degree of emphasis placed upon the concepts in the twelve geography books showed that the concepts are adequately emphasized.

American government textbooks.--Among the eleven American government textbooks examined, one book ranked highest according to the number of concepts included and the degree of emphasis placed on the concepts. None of the books in the American government category included as many as twenty-five of the selected concepts. All of the books in the group included a number of the concepts, varying in the degree of emphasis placed on the concepts.

The degree of emphasis placed upon the concepts in the eleven American government textbooks indicated that the American government textbooks give little stress to the selected concepts.

American history textbooks.--Among the seventeen American history textbooks examined, one of the textbooks rated highest in the number of concepts included in the book. This book contained twenty-three of the selected concepts in varying degrees of emphasis. All of the textbooks gave emphasis to a number of the concepts. The remaining eleven textbooks examined ranked in the fair or inadequate category from second to seventeen.

The degree of emphasis placed upon the concepts was found, and the results showed that little effort is made in the American history textbooks to stress the selected concepts of Russia, Communism or the Soviet Union.

World history textbooks.--In the world history textbook category, all of the books rated favorably in the degrees of emphasis given the selected concepts with one exception. One book ranked highest among the group because it placed emphasis on thirty-seven of the

concepts. Thirty of the concepts rated in the excellent category and seven rated in the good category. Another book among the group of twenty-one in the world history category included thirty-eight of the concepts, giving excellent emphasis to thirty-four and good emphasis to two. The third ranked book included thirty-nine of the concepts, giving twenty-nine excellent ratings and ten ratings of good and fair. The book that rated lowest among the group included only two of the concepts and they rated in the fair category.

The results showed that the world history textbooks place ample stress on the basic concepts.

Summation of the content of the basic concepts in the high school social studies textbooks.--An overall view of the number of concepts in the six social studies textbook categories are as follows:

The civics and citizenship textbooks rated 16 in the excellent category, 18 in the good category, 15 in the fair category, and 443 in the absent category. The group tallied a total of 49 of the concepts included in the civics and citizenship textbook category.

The economics textbooks tallied 37 concepts in the excellent category, 12 in the good category, 6 in the fair category, and 273 in the absent category. The group tallied 55 of the concepts in the group of eight textbooks.

The geography textbooks tallied 239 of the concepts in the excellent category, 34 in the good category, 55 in the fair category, and 164 in the absent category. Three hundred twenty-eight of the concepts were emphasized in the geography textbook category.

In the group of American government textbooks, 92 of the

concepts tallied in the excellent category, 19 in the good category, 15 in the fair category and 325 in the absent category. A total of 126 of the concepts were emphasized in the American government textbook category.

The group of American history textbooks tallied 142 of the concepts in the excellent category, 69 in the good category, 38 in the fair category, and 448 in the absent category. The group emphasized 249 of the selected concepts.

In the world history textbook category 451 of the concepts rated in the excellent category, 160 in the good category, 82 in the fair category, and 168 in the absent category. The group of world history textbooks emphasized 693 of the concepts.

Qualitative interpretation of twelve civics and citizenship textbooks (Table 13).--Among the twelve civics and citizenship textbooks examined, 41.7 per cent were found to be giving fair emphasis to the forty-one selected concepts and 58.3 per cent gave absent or inadequate emphasis. Six of the textbooks among the civics and citizenship category failed to include any of the concepts.

According to the ratings, the civics and citizenship textbooks are not giving emphasis of an appreciable degree to the concepts deemed necessary for the understanding of Communism.

Qualitative interpretation of eight economics textbooks (Table 14).--Fifty per cent of the economics textbooks were found to be giving fair emphasis to the forty-one selected concepts and fifty per cent gave absent or inadequate emphasis. According to the data it is shown that the economics textbooks are giving little emphasis to the

concepts considered essential for an understanding of Communism.

Qualitative interpretation of twelve geography textbooks (Table 15).--Of the twelve geography textbooks examined, 16.7 per cent were found to be giving excellent emphasis to the forty-one selected concepts, 75.0 per cent were giving good emphasis, and 8.3 per cent were inadequate. According to numerical rating, it is shown that the geography textbooks tend to give considerable emphasis to the forty-one concepts selected to be basic knowledge about Communism.

Qualitative interpretation of eleven American government textbooks (Table 16).--Among the eleven American government textbooks examined, 18.2 per cent were found to be giving good emphasis to the forty-one selected concepts, and 81.8 per cent gave fair emphasis. According to the numerical ratings, it is shown that the American government textbooks give little emphasis to the concepts.

Qualitative interpretation of seventeen American history textbooks (Table 17).--Of the seventeen American history textbooks examined, 5.9 per cent were found to be giving good emphasis to the concepts, and 94.1 per cent gave fair emphasis to the concepts. According to the numerical ratings, scant emphasis is given to the concepts of Communism.

Qualitative interpretation of twenty-one world history textbooks (Table 18).--Among the twenty-one world history textbooks examined, 61.9 per cent gave excellent emphasis to the selected concepts, 33.4 per cent gave good emphasis, and 4.7 per cent gave inadequate emphasis. None of the textbooks ranked in the fair category. According to the numerical ratings, it is indicated that the world history textbooks tend to give an excellent degree of emphasis to the forty-one concepts

considered basic knowledge for the understanding of Russia, the Soviet Union, and Communism.

Conclusions.--The analysis and interpretation of the data concerning the eighty-one social studies textbooks used in this research would seem to warrant the following conclusions:

1. The emphasis placed on the basic concepts in the world history textbooks is comparatively more adequate than in the civics and citizenship, economics, geography, American history, and American government textbooks.
2. The geography textbooks tend to give ample stress to the over-all concepts but not to the degree of the world history textbooks.
3. The universal concepts required for an adequate understanding of communism are not contained in the economics, American government, civics and citizenship, and American history textbooks being used in the high schools in Georgia.
4. The social studies textbooks examined tend to emphasize, in varying degrees, the concepts considered basic to an understanding of communism which will enable high school pupils to develop adequate knowledge of the communist system and a deep appreciation of the democratic ideals.

Implications.--The findings and conclusions would appear to justify the following implications:

1. The world history and geography textbooks are better sources of information than the other categories used

in this research for learning the universal concepts basic to an understanding of communism.

2. There is a need for more information about the universal concepts related to communism to be included in the civics and citizenship, American government, economics, and American history textbooks being used in the high schools of Georgia.

Recommendations.--The findings, conclusions, and implications of this research seem to warrant the recommendations set forth below.

1. That writers of the social studies textbooks which are included in this investigation will give more attention to the inclusion of the kinds of information declared to be significant for an adequate understanding of the universal concepts about communism.
2. That writers of social studies textbooks for the high schools in Georgia will give special attention to the inclusion of the universal concepts about communism in the areas of civics and citizenship, economics, American government and American history.
3. That this research be examined critically by the Georgia Textbook Committee and others concerned with the selection of social studies textbooks which purport to render an adequate understanding of the universal concepts about communism and that warranted action be initiated.
4. That other research be pursued in this area which

might endeavor to make a comparison of social studies textbooks on the Georgia approved list with social studies textbooks not on the approved list but which are written by reputable writers and published by reputable companies.

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APPENDIXES

APPENDIX A

Book List

The following list includes all of the social studies textbooks approved for use in Georgia Public High Schools by the Georgia Textbook Committee, 1965

<u>PUBLISHERS AND LOCATION</u>	<u>TITLES OF BOOKS</u>	<u>GRADE LEVEL</u>
Allyn and Bacon	<u>Building Citizenship</u>	H.S.
Boston, Massachusetts	<u>Magruder's American Government</u>	H.S.
	<u>The United States: Story of a Free People</u>	H.S.
	<u>Our World and Its Peoples</u>	H.S.
	<u>Global Geography</u>	H.S.
	<u>The Making of Today's World</u>	H.S.
	<u>The Pageant of World History</u>	H.S.
	<u>A Global History of Man</u>	H.S.
	<u>Readings in World History</u>	H.S.
American Book Company	<u>Civics, Fifty State Edition</u>	H.S.
New York, New York	<u>The Constitution of Our Country</u>	H.S.
	<u>American Democracy, Fifty State Edition</u>	H.S.
	<u>United States History</u>	H.S.
	<u>A History of the World</u>	H.S.
Benefic Press		
Chicago, Illinois	<u>We The People</u>	H.S.
Follet Publishing Company	<u>Citizenship in Action</u>	8-9
	<u>Economics and You</u>	10-12
New York, New York	<u>The People Govern</u>	11-12

APPENDIX A --Continued

Ginn and Company	<u>Your Life As a Citizen</u>	8-9
Boston, Massachusetts	<u>Today's Economics</u>	H.S.
	<u>Economics</u>	H.S.
	<u>Our Country's History</u>	H.S.
	<u>The Story of Our Heritage</u>	8-9
	<u>Our American Republic</u>	8-9
	<u>Our World History</u>	H.S.
	<u>A World History</u>	H.S.
	<u>Your Country and the World</u>	H.S.
	<u>World Geography</u>	H.S.
Gregg Publishing Division McGraw-Hill Book Company	<u>Consumer Economics, Principles and Problems</u>	H.S.
New York, New York		
Harcourt Brace, and World	<u>Rise of the American Nation</u>	H.S.
New York, New York	<u>The World's History</u>	H.S.
	<u>Men and Nations: A World History</u>	H.S.
	<u>Our American Economy</u>	H.S.
Harper and Row Publish- ers, Inc.	<u>Civics for Young Americans</u>	8-9
Evanston, Illinois	<u>Constitution of the United States</u>	H.S.
	<u>Building Our Life Together</u>	9-10
	<u>Government for Americans</u>	H.S.
	<u>The American People: Their History</u>	H.S.

APPENDIX A--Continued

Harr Wagner Publish- ing Company		
New York, New York	<u>Building Our Democracy</u>	H.S.
D. C. Heath and Company	<u>United States History</u>	H.S.
Boston, Massachusetts	<u>American Government in Today's World</u>	11-12
	<u>The Record of Mankind</u>	9-12
Holt, Rinehart, and Winston	<u>World Geography Today</u>	9-11
New York, New York	<u>World Geography for High Schools</u>	H.S.
	<u>Story of America</u>	11-12
	<u>Story of Nations</u>	9-11
Houghton-Mifflin Company	<u>The History of Our World</u>	H.S.
New York, New York	<u>The Making of Modern America</u>	H.S.
Laidlaw Brothers	<u>Government in the United States</u>	11-12
River Forest, Illinois	<u>Man's Achievement Through the Ages</u>	H.S.
	<u>World History: The Story of Man's Achievement</u>	H.S.
	<u>Our Nation's Story</u>	10-11
J. B. Lippincott Company		
Chicago, Illinois	<u>Our American Government</u>	H.S.
The Macmillan Company	<u>Civics for Americans</u>	9
New York, New York	<u>Geography of the World</u>	H.S.
	<u>The Wide World: A Geography</u>	H.S.
	<u>Government in Our Republic</u>	H.S.

APPENDIX A--Continued

	<u>History of a Free People</u>	H.S.
	<u>Past to Present: A World History</u>	10
McGraw-Hill Book Company	<u>Economics for Our Times</u>	H.S.
New York, New York	<u>The Earth and Its Resources</u>	11-12
Prentice-Hall	<u>Our World Through the Ages</u>	H.S.
Englewood Cliffs, New Jersey	<u>The United States: A History</u>	H.S.
	<u>Our Nation from its Creation</u>	H.S.
Rand McNally and Company	<u>Our Widening World</u>	H.S.
Chicago, Illinois	<u>The Economics of American Living</u>	H.S.
	<u>Geography and World Affairs</u>	H.S.
	<u>The Adventure of the American People</u>	H.S.
	<u>The American Reader</u>	H.S.
Scott, Foresman and Company	<u>Our Living Government</u>	H.S.
Chicago, Illinois	<u>Man's Story</u>	H.S.
	<u>Living World History</u>	H.S.
	<u>Living in Our Communities</u>	H.S.
Silver Burdett Company	<u>Ancient and Medieval History</u>	H.S.
Chicago, Illinois	<u>The Past that Lives Today</u>	H.S.
	<u>A World View</u>	H.S.
The Steck Company	<u>Government by the People</u>	7-9
Austin, Texas		

APPENDIX A--Continued

South-Western Publish- ing Company		
Cincinnati, Ohio	<u>Consumer Economic Problems</u>	H.S.
D. Van Nostrand Company	<u>American Government: Democracy at Work</u>	H.S.
Princeton, New Jersey		
Webster Division, McGraw-Hill Book Company	<u>The World Today: Its Patterns and Cultures</u>	H.S.
New York, New York		
Webster Publishing Com- pany	<u>This is Our Nation</u>	9-12
New York, New York		

APPENDIX B

BASIC CONCEPTS CHECK-LIST

Basic Concepts of Russia, The Soviet Union, and Communism	Rating			
	1	2	3	4
1. The vast masses of the Russian people have been traditionally dis-interested in participating in government and have been politically passive.				
2. The Russian peasant way of life is traditionally based on social democracy and communal living.				
3. Russian society has for centuries consisted of a small ruling class on top, the vast peasant masses below, and only a thin layer of middle class and workers between, and then only in recent times.				
4. For centuries the State has been the prime mover in Russian history, and most of the changes in Russian life have been effected from above.				
5. The Russian State has been ruled like an armed camp for centuries.				
6. Russia has long pursued certain basic aims in its foreign policy that have become a part of Soviet foreign policy. (Full use of the seas and security for Russian borders).				
7. Russia has long felt the attraction and repulsion of its relation to the West.				
8. There has long been an idea in Russian history that the Russian nation has a mission to fulfill that is destined to go beyond the borders of Russia.				

Code: 1-Excellent; 2-Good; 3-Fair; 4-Absent

APPENDIX B--Continued

Concepts	Rating			
	1	2	3	4
9. The Russians are and have been an extraordinarily gifted and creative people.				
10. The strength of Russian patriotism is quite apart from Communism.				
11. The Revolutions of 1917 were more than an uprising or rebellion.				
12. The Communist leaders are not apt to be peasants or workers but intellectuals with a theory and the ability to attract through ideas and slogans.				
13. Communism today has evolved from the interpretation and adaptation of men who have held positions of party leadership. Marx, Lenin, Stalin, Kruschew, Mao Tse-tung, and other leaders, have added their personal convictions to the original theory of Communism, seasoned by the culture of the people they represent.				
14. The five-year plan and the drive from collectivism of agriculture are the basis of the Communist planned economy.				
15. The extreme flexibility of Soviet foreign policy was displayed in the Soviet Union's role in the events leading up to World War II.				
16. The dominant theme in the post war period deals with foreign relations: the quest for a working world order through the United Nations, and the expansion of Soviet domination as an obstacle to world harmony.				
17. The post-Stalin era is a significant turning point in tactics, though not in aims.				

APPENDIX B--Continued

Concepts	Rating			
	1	2	3	4
18. The Soviet Union is a country of extremes, of rapid advances in some fields and a terrible lag in others.				
19. The Communist Party is a combat organization and should not be confused with a legitimate political party. The party is kept small for the sake of discipline to rule the masses ruthlessly through the dictatorship of a small well-disciplined group.				
20. Communists reject categorically the fundamental principle of the diffusion of power. Communist rule as practiced in the Soviet Union today is not merely an alternative economic system, nor is it merely a dictatorship. It is a totalitarian state that controls every phase of life.				
21. The different aspects of Soviet society are an integral part of the Soviet Union.				
22. The Communists deny emphatically the supernatural realm; for them, God, therefore, does not exist. Matter is the only reality there is. The dialectical principle issued to explain the movement of history.				
23. The USSR., covering a vast area of nine million square miles, is the largest nation in the world. It covers a sixth of the world's surface.				
24. The educational system is devoted to training young men and women to obey the communist party.				
25. Russia is the largest of the fifteen republics of the U.S.S.R.				

APPENDIX B--Continued

Concepts	Rating			
	1	2	3	4
26. The vast number and disparity of ethnic groups and the numerical predominance of the Slavs make up the total population of the U.S.S.R.				
27. The soviet people present a tremendous diversity of backgrounds, culture, outlooks, and languages or dialects.				
28. The climate is mostly continental and is one of the great extremes and variabilities.				
29. Russia's position on a vast plain that stretches unhindered for thousands of miles across Eurasia has left the country open to many invasions from east and west. The plain has invited expansion all the way to the high mountain ranges that form so much of the perimeter of the Soviet Union today.				
30. Much of the territory became a part of the Russian Empire in relatively recent times, and it is still sparsely populated, unfit, for agriculture in many regoins and lacking in natural resources.				
31. Russia has been an agricultural peasant country throughout its existence and the black soil region of the Ukraine is still one of the most fertile grain-growing regions in the world.				
32. Russia's maritime provinces are historically among its most recent acquisitions. An important part of Russian foreign policy, for centuries, has been the need for ports and egress to the Atlantic and Pacific via the Baltic and the Black Seas.				
33. Russia's vast river system has played a significant role in Russian expansion. Russian history has been periodized according to the rivers on which Russia's three capitals stood.				

APPENDIX B--Continued

Concepts	Rating			
	1	2	3	4
34. The proximity of the Soviet Union to the rest of northern Europe and North America is very close.				
35. Fifty of the Soviet Union's major cities lie on a latitude north of Edmonton, Canada.				
36. Much of Russia has been continental rather than maritime power in the past and the Soviet Union still is.				
37. The Soviet Union commands its natural resources and has the ability to be self-sufficient in case of necessity. This explains Russia's isolation in the past.				
38. There is a correlation between Russia's vastness and the Russian mentality.				
39. Communism is the road that some countries have taken to achieve the technical results and the standard of living of the West.				
40. The U.S.S.R. contains nearly every valuable mineral and is at the base of the rate of industrialization of the area.				
41. The ideology of the Communist Party provides the Communist with a false belief about reality.				

APPENDIX C

CRITERIA USED BY THE GEORGIA TEXTBOOK COMMITTEE TO SELECT TEXTBOOKS

How Textbooks Are Adopted in Georgia

Code Section No. 32-710 of the Georgia Law states: "The State Board of Education is hereby authorized and directed to inaugurate and administer a system of free textbooks for the public schools of the State of Georgia. The State Board of Education shall have authority to promulgate and enforce such rules and regulations as may be necessary for that purpose."

Under the Georgia plan for supplying textbooks for use in the public schools, it is customary to have an adoption annually. Each year details for the adoption for that year are forwarded to all publishers. Publishers which have materials in the field concerned submit the necessary bids forms to the State Department of Education, and samples are forwarded to the department and to the members of the professional committee.

Selection of Textbook Committee. "The State Board of Education shall select a committee or committees of educators actually engaged in public school work in this state to examine textbooks and make recommendations thereon to the State Board of Education" (Code Section 32-709).¹

Code Section No. 32-708: Section and purchase of free textbooks. The State Board of Education may provide for the selection and purchase of free textbooks either by multiple listings or uniform adoption or by

¹Hal Clements, "How Textbooks are Adopted in Georgia," Georgia Education Journal: Books and Textbooks Issue (February, 1961), p. 9.

APPENDIX C--Continued

any other method that will enable the acquiring of acceptable books at the lowest possible cost: Provided, such adoption or multiple listings shall in no event constitute a binding contract until ratified in writing by the Board of Education. None of said books so purchased shall contain anything of a partisan or sectarian nature.¹

¹Claude L. Purcell, Georgia School Laws (State Department of Education, 1961), p. 39.